The Reader's Corner Handbook

CUSTOM EDITION FOR HINDS COMMUNITY COLLEGE

CAROL KANAR HARVEY S. WIENER CHARLES BAZERMAN

Vashti U. Muse

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by Carol Kanar
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Contents

I. **Starting Points** 1

II. **Building A Strong Vocabulary** 29
How to Find Out What Words Mean 29
Context Clues to Word Meanings 31
Word Part Clues to Meaning 45
Denotation and Connotation 50
Shades of Meaning 53
SELF TEST 62

III. **Reading for the Main Idea** 69
Key Ideas in Sentences 69
Topics and Main Ideas in Paragraphs 74
SELF TEST 94

IV. **Reading for Information** 98
Fact Finding 98
Major Details, Minor Details 103
SELF TEST 109

V. **Recognizing Paragraph Patterns** 113
Ordering of Ideas 113
Listing of Details 123
Classification 127
Comparison and Contrast 129
Cause and Effect 135

VI. **Making Inferences** 149
SELF TEST 165

VII. **Understanding Figurative Language** 168
SELF TEST 175

VIII. **Drawing Conclusions and Predicting Outcomes** 178
SELF TEST 188

IX. **Generalizing** 190
SELF TEST 204

X. **Evaluating Ideas** 207
Fact and Opinion 208
Evidence 214
The Writer's Technique 217
Techniques That Twist the Truth 228
SELF TEST 232

XI. READING SELECTIONS:
from ***Reading Skills Handbook***

Foul Shots	Rogelio R. Gomez	239
Six Keys to Quicker Learning	Patricia Skalka	249
My Husband's Nine Wives	Elizabeth Joseph	261
What's Your Best Time of Day?	Susan Perry, Jim Dawson	269
Underground Dads	Wil Haygood	279
The Infant Grows Attached	Douglas Bernstein et al.	287
Balancing Babies and the Books	Halimah Abdullah	301
Obscenity	James Q. Wilson, John D. Dilulio	311
Apostles of the Faith That Books Matter	Vivian Gornick	323
Minority Student	Richard Rodriguez	335

XII. READING SELECTIONS:
from ***The Reader's Corner***

Part I: Americans in Transition

Henry Aaron, Jackie Robinson 351
Ta, Phu Thuc, Vietnamese: A Lifetime Commitment 358
Yasmeen Qadri, Koran Lessons: Exalt Moms, Dads 364
Deborah P. Work, What's in a Name?: Character, Identity, Ethnicity 369
Christy Haubegger, The Legacy of Generation Ñ 378
Gabriela Kuntz, My Spanish Standoff 384
Caroline Hwang, The Good Daughter 390
Jennifer J. Crispin, No Place Like Home 397
Margot Hornblower, Beyond the Gender Myths 403
Martin Luther King, Jr., I Have a Dream 411

Part II: Rumblings in the Culture

Margaret Visser, The Ritual of Fast Food 421
Jeff Kunerth, Children Want Parents' Attention 428
Barbara Lerner, Killings Show Moral Void That Psychology Cannot Fill 435
William Raspberry, Why Do Students at U.S. Military-Base Schools Excel? 442
Donna Britt, Seeking Spirituality in a Time of Tragedy 448
Bill Maxwell, In a Troubled World, the Cleavers Offer a Refuge 455

James Sterngold, Fading Era in TV 462
Associated Press, Cell Phones Destroy Solitude of Wilderness 468
Nicholas Lemann, The IQ Meritocracy 474
Dave Barry, The War on Tobacco: Where There's Smoke There's Money 481

Part III: Against All Odds

Irma Sonnenberg Menkel, I Saw Anne Frank Die 489
Tom Bodett, Back to School 495
Helen Parramore Twigg, How I Quit Smoking, If I Really Did 502
Jim Bobryk, Navigating My Eerie Landscape Alone 507
Brandi Chastain, A Whole New Ball Game 513
Argus J. Tressidder, Longevity and Livability 518
Dan Morse, A Drag Racer 524
Elisabeth Kauffman/Crab Orchard, Watch for Huddling Spiders 531
Kathleen Teltsch, Scholars and Descendants 536
John Steinbeck, Chapter Three from The Grapes of Wrath 545

Part IV: Hard Questions

Nick Sheff, My Long Distance Life 553
Barbara Dafoe, Creating a New Form of Inequity 559
Patricia Dalton, Have Today's Schools Failed Male Students? 568
Alysia Bennett, Harassment Camouflaged in an Area of Gray 575
Steven A. Holmes, Correspondence/Black & Middle Class: Both a Victim of Racial Profiling--and a Practitioner 582
Ellen Goodman, A $300 Solution to Organ-Donation Dilemma? 589
Charles F. McKhann, Some Dying Patients Need Help 595
Joanne Lynn, Suicide Issue Diverts Us From the Real Problems 600
A.E.P. Wall, In Opposition to the Death Penalty 606
Marianne Means, In Defense of the Death Penalty 612

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STARTING POINTS

WOULDN'T IT BE WONDERFUL if you could open a book or turn to the first page of an article with the confidence that not only would you understand what you read but you would be able to remember the essential information? Wouldn't it be great if you could prepare yourself for the reading so you could dive right in, without procrastinating?

You can.

Two facts about reading will serve as starting points. First of all, reading requires at least two people: you and the author. Think of reading as a conversation with another person. When you have a conversation, you listen to someone else's ideas, you think about them, and you offer your own opinion. Sometimes you agree, sometimes you disagree. When you do not understand some part of the conversation, you ask questions. Throughout the conversation, in the back of your mind, you may be relating what you are hearing to what you already know about the topic. Reading is like that. Although you cannot see or hear the author, you have his or her words on the page in front of you. The conversation takes place in your mind, as you read. For example, you may find yourself thinking "What does this word mean?" or "Why does the author have this opinion?" In the back of your mind, you may also be thinking about your own experiences that are similar to those you are reading about.

Second, reading is a process. When you read, your brain takes in information and either discards it or stores it for later use. What you may not realize is that *you can control this process.* You can improve your understanding and your memory by doing certain things before, during, and after reading.

Remember that reading is a conversation between you and the author. To control the reading process, become actively involved in the conversation. We call this *active reading,* and it can make all the difference in your ability to understand, remember, and enjoy reading.

The next three sections tell you more about the readings in this book and how to read them actively.

THE READINGS

This book takes you on a journey through the contemporary human mind. The authors are from different cultural, national, and ethnic backgrounds, and they write on a variety of topics and issues that are of general interest. The readings come from books, magazines, newspapers, and other sources. They range in length from short pieces to longer selections. The readings are arranged in five units: *Americans in Transition, Rumblings in the Culture, Against All Odds, Hard Questions,* and *Grab Bag.* The third discussion question following each selection addresses one of the five themes.

The purpose of this collection is to provide you with a varied reading experience and a chance to develop your own reading process. Reading, like any other skill, takes time and practice. The readings in this collection and the exercises that accompany the readings will help you hone your existing skills and perhaps develop some new ones as well.

THE READING PROCESS

Reading is the process of taking in, sorting, and storing information. If you are reading passively—not paying attention, allowing yourself to become distracted, letting your mind wander—you are not in control of the process. As a result, you will not remember what you read. If you are reading actively—concentrating, ignoring distractions, thinking about the author's ideas—you are in control. As a result, you are more likely to understand and remember what you read. This section explains how the reading process works and what actions you can take before, during, and after reading that will put you in control.

Before Reading

At any given time, you are bombarded with all kinds of information: *It's hot. I'm tired. The phone is ringing. I have to be at work at 3:00 P.M. What was I supposed to study for the test?* These thoughts and others like them are going through your mind when you sit down to read. Therefore, unless you focus attention on the reading, your other thoughts will dominate and have a negative effect on your comprehension.

To focus your attention, find out what you can about the author. Then preview the selection by doing the following: First, read the title to determine the author's topic, and take a few minutes to explore what you already know about it. Your prior knowledge may serve as a context for the author's ideas and expand your understanding. If you have no prior knowledge on the topic, then ask questions such as these to help you build context:

What can I find out about the topic?
How does the topic relate to what we are studying in class?
Have I read or heard anything related to the topic?

Next, read the first and last paragraph. One of these may contain a stated purpose, a main idea, or a strong clue to one or the other. Finally, read any other information that may be available such as questions before or after the reading, or a list of vocabulary words and definitions. If the selection is divided into sections with headings, read them. Headings tell you the major divisions of the author's topic and may provide a strong clue to the author's main idea or purpose.

As you can see, the reading process actually begins *before* you read. Take an active step to clear your mind and set the stage for reading.

During Reading

Reading rarely proceeds smoothly from first word to last. College reading especially introduces new ideas, unfamiliar words or terms, and different styles of writing and methods of organization. Thus you may get off to a good start, then find yourself backtracking, stopping to look up the meaning of a word, or taking a few moments to think about what you have read. This is as it should be.

What happens during the reading process is that your brain is sorting the incoming information—separating the important from the nonessential, relating what is new to what is already known, and searching for the meanings of difficult words and sentences. If you are not paying attention, not actively engaging yourself in a conversation with the author, you are interrupting this natural process.

Active reading strategies to use during reading include the following: Read one paragraph at a time. Jot down in the margin or in a notebook thoughts or questions that occur to you as you read. Pay attention to the author's choice of words. What do they tell you about the author's attitude or feeling toward the topic? If you did not identify a purpose or main idea before reading, try to identify it during reading. Pay attention to how the ideas are organized. Is the author making comparisons, explaining steps in a process, narrating a series of events, describing a place or a person? If you are able to identify a main idea, find and mark the details that support or expand it. Ask yourself which of these details are the most significant. Think about the ideas and how they relate to what you already know or need to find out about the author's topic.

As you can see, the key to reading actively is to read for ideas and to discover which ideas are more important than others. When all else fails, keep going back to the title and first paragraph. Often these are your strongest clues to the author's overall topic or main idea.

After Reading

As soon as you finish reading, you begin to forget. The more time passes, the less you remember—unless you take active steps to prevent forgetting. Like a computer, your brain can only store what you tell it to save. This is why review is so important.

Review is the key to remembering. Review immediately after reading while the ideas are still fresh in your mind. If you know you will be tested on the information, review frequently thereafter to refresh your memory. This will prevent you from spending the night before a test cramming, or from drawing a blank during class discussions.

A good way to review is to try this three-step strategy: **think, write, discuss.** First, *think* deeply about what you have learned and how you can use the information or apply it in your everyday life. Second, *write* a summary of the information. (A summary is a few sentences, in your own words, that express an author's main idea and significant details.) Third, *discuss* the reading with a study partner or group. By sharing your thoughts with others, you may get new insights or fill in gaps in

TABLE 1 The Reading Process and Strategies for Active Reading

Stages of the Process	Active-Reading Strategies to Use Anytime
BEFORE READING	Read title and first and last paragraphs. Determine topic, main idea, purpose, and pattern. Access prior knowledge about topic. Read any headings for clues. Ask questions to guide thinking.
DURING READING	Read one paragraph at a time. Jot notes in margin. Ask questions to guide reading. Affirm or rethink author's topic, main idea, purpose, and pattern. Mark significant details. Think about the author's ideas and relate them to what you know.
AFTER READING	Review immediately after reading, then frequently thereafter. Think about what you have learned and how you can use the information. Summarize what you have read in writing, or talk about it with a study group.

your understanding. In addition, writing and discussing create new sensory pathways into your memory.

Table 1 summarizes the reading process and active reading strategies explained in this section.

PRACTICAL STRATEGIES FOR THE READINGS

The exercises and information that accompany each reading are designed to help you apply active reading strategies before, during, and after reading. Through consistent use of these strategies, you will develop a reading process that will lead to successful outcomes in all your reading.

For a brief overview, Table 2 breaks down the reading process as applied to the readings in this book and lists the exercises to do or information to read at each stage.

Before You Read

Page 351 - Jackie Robinson

First Thoughts is an exercise that helps you build a context for the reading. By answering the questions you will find out what you already know about the author's topic. Your first thoughts should raise

TABLE 2 How to Read Each Reading Selection

Stages of Reading	What to Do at Each Stage of the Process
BEFORE READING	Do *First Thoughts* to build background and preview the reading. Read *Word Alert* so you will know what words to watch.
DURING READING	Read the selection. Refer to *Word Alert* as needed for definitions of boldfaced words. Use margin for note-taking. Think about the author's ideas and ask questions as you read. Then look for answers.
AFTER READING	Do *Comprehension Check* to test yourself and practice reading skills. Do *Working with Words* to add new words to your vocabulary. Do *Thinking Deeper* as part of your review.

questions in your mind that enable you to enter into a mental conversation with the author.

The headnote at the beginning of each reading may provide information about the author, the reading, or both. This information along with the definitions in *Word Alert,* a vocabulary feature, provides additional ideas for you to think about before reading.

One more thing you can do before reading is to look up the reading selection in the Table of Contents and read the brief summary following the title. The summary may arouse your interest and provide additional clues to the author's purpose or main idea.

These prereading activities focus your attention on the reading, create a context for the author's ideas, and put you in a receptive frame of mind. Do the activities on your own or with a partner or group.

During Reading

As you think about the author's ideas during the process of reading, you can decide whether they expand or challenge your existing knowledge on the topic. Important details may stand out or questions may occur to you. If so, make notes in the margin or in a notebook. Pay attention to vocabulary and the way ideas are organized. These activities help you read actively, keep your attention focused, and encourage a mental conversation with the author.

After You Read

Reading occurs on two levels: *the literal level* (what an author says) and *the critical level* (what an author means). The questions in *Comprehension Check* are carefully structured to help you apply several essential reading skills to unlock the author's meaning on both these levels. *Working with Words* helps you apply another essential skill: using context clues to determine the meaning of an unfamiliar word. The next section provides a brief review of these essential skills.

Another exercise that follows each reading is *Thinking Deeper,* which consists of several suggestions for discussion and a writing activity. This exercise helps you review what you have learned so that you can integrate new ideas within your existing framework of knowledge and access them, if needed, at a later time.

ESSENTIAL READING SKILLS

To comprehend what you read, look ahead. Anticipate what comes next and predict a discussion's outcome. Effective anticipation and prediction depend on your being able to follow an author's ideas, separating essential information from nonessential. Fortunately, anyone can improve comprehension. Reading actively is one way. Developing your reading skills is another.

Reading involves a number of skills applied simultaneously. To understand these skills, it helps to consider them separately. This section explains several reading skills that not only will help you answer the comprehension check questions successfully, but will also help you analyze, or think through, *any* reading selection for its literal and critical meaning:

Find the author's topic and main idea.
Identify the details that support the main idea.
Determine the author's purpose.
Look for an organizational pattern.
Make inferences from stated details.
Use context clues to define unfamiliar words.

Find the Topic and Main Idea

Reading is not just about words; it is about ideas. Some ideas are more important than others. The *main idea* is the most important idea in a selection. Everything else in the selection—every example, every other detail—supports the main idea. In a longer selection, the main idea is sometimes called the *central idea* to distinguish it from the main idea of a paragraph.

The main idea of a paragraph is often stated in a *topic sentence.* The topic sentence can appear anywhere in a paragraph, but it is usually the first sentence. To find the topic sentence ask yourself the two questions on the following page.

What is the author's topic?
What does the author say about the topic?

The *topic* is what the whole paragraph is about. After reading a paragraph, you should be able to state the topic in one word or a short phrase. For example, "This paragraph is about *birth control methods*" or "This paragraph is about *condoms.*" When you have identified the topic, ask questions like these to determine the author's opinion: What does the author say about condoms? Which birth control methods does the author discuss? Finally, look for a sentence that expresses both topic and opinion. This is the topic sentence. In the following example, the topic sentence is underlined:

> Some contraceptives are more effective than others. Birth-control pills have the highest effectiveness rate. Diaphragms and condoms are also effective, especially when used with a spermicidal cream or jelly. Cremes and jellies alone are not as effective. Natural methods such as the rhythm method and coitus interruptus (withdrawing the penis before ejaculation) are the least effective. But even the best methods can lose their effectiveness if not used consistently.

In this paragraph, the topic sentence comes first. The author's topic is *contraceptives,* and the author's opinion is that *some are more effective than others.* Which methods are the most effective? Which are the least effective? Each of the remaining sentences in the paragraph contains a detail that answers these questions.

Notice too that the topic sentence is a broad, *general* statement. It summarizes what the whole paragraph is about. Each of the other sentences is a narrow, or *specific,* idea that supports or explains the main idea. A good rule to keep in mind is that main ideas are general ideas; details are specific ideas. Now read the next example in which the topic sentence is underlined:

> Birth control pills contain hormones that cause changes in a woman's menstrual cycle so that ovulation does not take place. Diaphragms block the cervix, preventing sperm from entering the uterus. Spermicidal creams and jellies kill sperm. Natural methods

> try to circumvent the union of sperm and egg through timing. Contraceptive methods work in different ways.

In this paragraph, the topic sentence comes last. Notice that the topic sentence is a general statement that contraceptive methods work differently. Notice that each of the preceding sentences contains a specific detail about a contraceptive method and how it works. Now read the following example in which the topic sentence is underlined:

> A variety of birth-control methods are available to couples today. Some of these methods are more effective than others. The choice of a contraceptive depends on several considerations. The effectiveness of the contraceptive is an important consideration. The couple must decide who will be responsible for birth control. Couples must also consider risks and side effects associated with contraceptives. Religious values may also be a factor in determining which contraceptive to choose or whether to use contraceptives at all.

In this paragraph, the topic sentence is the third sentence. The first two sentences introduce the topic. The fourth through sixth sentences provide the details that support the main idea.

Every paragraph has a main idea, but some paragraphs do not have a topic sentence. When there is no topic sentence, you must *infer*, or guess, the main idea. When you cannot find a main idea, try these tips for inferring the main idea: First, read the whole paragraph. Look for key words or repeated terms that help you determine the author's topic. Try to state the topic in one word or a short phrase. Next, read each sentence. Try to determine what all the ideas expressed in each sentence add up to. What one idea do they all seem to support? Once you are sure what the topic is, ask yourself "What is the author's opinion about the topic?" Look for details in the paragraph that answer your question. These steps should enable you to form in your own mind a sentence that expresses the author's main idea. Now read the following paragraph, which does not have a topic sentence. What is the main idea?

> Some people believe schools should be responsible for providing sex education to students. They believe that since students are going to have sex anyway, they should have enough information to be able to practice safe sex. Others believe that students should postpone sex until marriage. According to these people, sex education classes should preach abstinence and teach the dangers of AIDS, other sexually transmitted diseases, and early pregnancy. Still others are opposed to sex education classes of any kind. These people think sex education should be left to parents.

First of all, *sex education* is repeated three times. Key words and phrases related to sex education are *sex, safe sex,* and *sexually transmitted diseases.* Therefore, the topic must be *sex education.* What does the author say about the topic? The details in the paragraph state the different beliefs people have about sex education. Some think the schools should be responsible for sex education, but some do not. Some think we should give students the information they need to have safe sex; others think we should tell them to abstain. You can infer from these details that the author's main idea is *people's views on sex education differ.* This is only one possible statement of the main idea. Any main idea statement will do as long as it says about the same thing as this one.

To find the central idea of a longer selection such as the readings in this book, first ask yourself these questions:

What is the topic of the entire selection?
What is the author's opinion about the topic?

To find the topic, read the title, which may provide a strong clue. Then read the first paragraph or two. Look for a sentence in the opening paragraphs that states the author's topic and opinion. This sentence is the central idea. If you do not find such a sentence, then read the last paragraph, which may be a summary paragraph that states the central idea. Of course, the central idea of a selection can appear anywhere in the selection. Or it may be unstated. If reading the title and first and last paragraphs does not help, look for clues in the details. Look for repeated words that may suggest the author's topic or opinion. Look for examples or reasons and ask yourself "What do these details mean?" "What central idea do they all seem to support?"

Now read the following introductory paragraphs to a longer selection in which the central idea is underlined.

GOOD KIDS ARE NOT HARD TO FIND

Although teen pregnancy is on the decline, it still interrupts the lives of far too many young girls. Although smoking in the United States is declining overall, more teenage girls and young women are taking up the habit. We hear reports of widespread drug and alcohol abuse among high school students and binge drinking among college students. But most alarming are the kids who kill. The school shootings of 1998 and 1999 had parents, educators—everyone—asking "Why?" 2

> These dire reports paint a frightening picture of American youth, but they do not tell the whole story. Far more young people do not drink, take drugs, get pregnant, or kill their peers. Most of the kids in every school, college, and community are busy studying, working, and preparing for a future filled with hope and pride. Who are these young people, and what can we learn from them?

The topic, *Good Kids,* is stated in the title. The clues are *teen, young girls, teenage girls, young women, high school students, college students, kids, American youth,* and *young people.* The author's opinion is that good kids are working to achieve worthwhile goals. Topic and opinion are expressed in slightly different words in the third sentence, second paragraph. The last sentence states the author's purpose: to find out who the good kids are and what we can learn from them. As a reader, you can expect the author's details to answer the question posed in the last sentence.

Identify the Supporting Details

A *detail* is a fact, reason, or example that supports a main idea. Remember that the main idea is a *general* statement. The details that support it are *specific* ideas. Following is a topic sentence (main idea) and a list of details that support it.

> Edson Arantes do Nascimento, generally known as Pélé, dominated soccer for two decades.
>
> 1. In 1956 Pélé joined the Santos Football Club.
> 2. In 1958 he played in the World Cup for the first time, leading Brazil to victory.
> 3. In 1970, in another victory for Brazil, Pélé played his final World Cup.
> 4. In 1974 Pélé retired then came out of retirement to play for the New York Cosmos in 1975.
> 5. In 1977, Pélé retired from the Cosmos.
> 6. In 1994 he was appointed Brazil's Minister of Sports.

The topic sentence tells you that *Pélé* (topic) *dominated soccer for two decades* (author's opinion). Each detail lists one of Pélé's achievements. These details are facts that support the main idea. Notice that each sentence in the list begins with a date. These dates serve two purposes: They let you know that important facts follow, and they help you follow a sequence of events.

Facts include dates, names of people and places, historical events, information that is part of the public record—anything that can be verified either by direct observation or by consulting an authoritative source. For example, President John F. Kennedy was assassinated in 1963—this is a fact no one disputes. However, opinions differ as to whether there was one shot or two and whether Lee Harvey Oswald, the killer, was working alone.

As a reader, you should be able to distinguish facts from opinions. When in doubt about a detail, ask yourself "Where could I go to find out whether this information is factual?" Pélé's achievements in the list above can be verified by a number of sources. For example, a biographical index would have this information. You could also find these facts in books, magazines, or newspaper articles written about Pélé.

Some authors support their main ideas with reasons. A *reason* is an explanation that answers the question *why?* or *how?* Following is a topic sentence and a list of reasons that support it.

> Jackie Robinson is an athlete I admire.
>
> 1. For one reason, he broke the color line in baseball.
> 2. Also when faced with prejudice and discrimination, he refused to let these disappointments affect his game.
> 3. Another reason I admire Robinson is that he tried to convince others to hire blacks as coaches and managers.
> 4. One more reason I admire Robinson is that he was a gentleman who treated his fans with respect.

The topic sentence tells you that the author admires Robinson. Why? The details that follow provide the reasons. Each reason in the list above is introduced with a transition: *for one reason, also, another reason,* and *one more reason.* A *transition* is a word or phrase that connects ideas. Watch for transitions that help you find and follow an author's important details.

Examples are another type of detail authors use to support main ideas. An *example* is an illustration or explanation that appeals to your senses or makes a comparison. Following is a topic sentence and a list of examples that support it.

> The 1999 Women's World Cup victory demonstrates a growing interest in women's sports.

1. For example, the final game was sold out, setting a record for a women's sports event.
2. Also the game earned almost $23 million in ticket sales.
3. Nineteen companies paid $6 million for sponsorship rights, which shows their interest in women's sports.
4. The 2.9 million households that tuned in to watch the U.S. women's team beat Brazil are yet another example. 1

The topic sentence tells you that the *Women's World Cup victory* (topic) *demonstrates a growing interest in women's sports* (opinion). What are the signs of this interest? The details that follow provide several examples. Transitions in each detail sentence signal that an example follows: *for example, also, shows,* and *yet another example.*

2
Now read the following short passage and identify the author's overall main, or central, idea and the significant details that support it.

HOW THE CIVIL RIGHTS MOVEMENT BEGAN

It started with a seamstress from Montgomery, Alabama, who refused
to give up her seat on a city bus. Her name was Rosa Parks. Every 3
morning, she got on the bus and sat in the back, as black people were
required to do. But December 1, 1955 was different. On that day,
Parks got on the bus as usual and took her seat in the back. When a
white passenger was unable to find a seat in the front of the bus, the
driver told Parks to give up her seat. She refused.

Parks was arrested for breaking the law; she was tried on Decem-
ber 5 and found guilty. Supporters of equal rights for black people led
by Martin Luther King, Jr. rallied around Parks and staged a boycott
of the city bus system that lasted a little more than a year. The Supreme 4
Court's decision to end segregation on public transportation ended the
boycott.

The boycott was only the first in a series of nonviolent demonstrations that reached a high point in 1963. King led the march on Washington, D.C., where he told those assembled "I have a dream." King's dream was of an America where all people could live in peace and racial harmony. The movement's persistence led to the enactment of the Civil Rights Act in 1964, which outlawed segregation in public facilities and in hiring practices. Two other important pieces of legislation followed: the Voting Rights Act of 1965 and the Fair Housing Act in 1968.

From one woman's stand against the Montgomery city bus system in 1955 to the enactment of anti-discriminatory laws in the 1960s had been a long ride. Following these legislative victories, the

> movement and its supporters turned their attention to improving education and eradicating racial prejudice.

The central idea of the entire passage is stated in the first sentence, first paragraph. The movement started with one woman who refused to give up her seat. The details in the rest of the selection tell you not only what happened to Rosa Parks but also what the far-reaching consequences of her actions were. Following is a list of the significant details that support the central idea.

1. On December 1, 1955, Parks refused to give up her seat in the back of the bus to a white passenger (paragraph 1).
2. Parks was arrested for breaking the law (paragraph 2).
3. She was tried on December 5 and found guilty (paragraph 2).
4. A boycott of the city bus system led by Martin Luther King, Jr. lasted over a year (paragraph 2).
5. In 1963, King led the march on Washington: the high point in the civil rights movement (paragraph 3).
6. The Civil Rights Act of 1964 outlawed segregation (paragraph 3).
7. Other important legislation, The Voting Rights Act of 1965 and the Fair Housing Act of 1968, was passed (paragraph 3).
8. After 1968, the movement focused on improving education and ending racial prejudice (paragraph 4).

These details are historical facts. They include the significant dates and key events of the civil rights movement that began with Rosa Parks's protest.

As you can see, identifying important details is an essential part of your reading process. Details support or explain an author's main idea. Details provide the facts, reasons, and examples that help you follow the development of an idea from an author's first sentence to the last.

Determine an Author's Purpose

An author's *purpose* is his or her reason for writing. Sometimes the purpose is stated, sometimes not. More often, you must determine the purpose by learning what you can from the topic, main idea, and details. The language (choice of words) and overall mood or feeling (tone) may also provide clues.

Three types of purposes motivate most writing: to *inform*, to *persuade*, to *entertain*. The informing purpose is a teaching purpose. The author wants you to know, understand, or be able to do something. The following paragraph is written with the purpose to inform.

> Dr. Beatrice Hahn of the University of Alabama at Birmingham is credited with the discovery of the origins of HIV-1, the virus responsible for AIDS. Her findings were published in the journal *Nature* in February, 1999. Hahn traced the virus to an African primate, a subspecies of the chimpanzee. Hahn and her colleagues were able to trace the chimps to the same region where humans were first known to have been infected with AIDS. How did humans get the virus? Hahn speculates that since the chimps were hunted for food, blood from the animals may have entered the human body through a wound.

The topic is *the discovery of HIV-1,* and the main idea is stated in the first sentence. The author's purpose is to inform readers about the discovery, who was responsible, and how it was done.

The goal of persuasive writing is to influence the way you think or feel about an issue. The author who wants to persuade has a strong opinion and may hope that you either already agree or are willing to change your mind. The following paragraph is written with the purpose to persuade.

> Opinion is divided on who should teach kids about sex. Some say it is the parents' responsibility. Others believe that the schools should take the lead. They're both wrong. Sex education is everyone's responsibility. If even one girl gets pregnant, if even one boy dies from AIDS, we have fallen down on the job. As parents we need to talk to our children. As educators, we must find better ways to reach more kids. As citizens we must demand that the media—songwriters and filmmakers—take responsibility for the unwholesome images they project to young people.

In this paragraph, the main idea is stated in the third sentence, and the purpose is to persuade readers that sex education is each person's responsibility. The phrases *we need* and *we must* suggest that this author's purpose is to influence our opinions about sex education.

Writing that entertains may provoke an emotional response such as laughter or sadness, or it may express an idea, using images that appeal to your senses. The following paragraph is written to entertain readers.

> For a couple of weeks my husband and I had been watching the nest that a bird had made on top of our back porch light. We were certain that she had laid her eggs, and we were eager for them to hatch. The nest was right under our bedroom window, and each day we would

> listen for the baby birds. Days passed and we heard nothing. We had decided that the mother bird had abandoned her nest, probably because of so much activity around our house. One day we decided to take a peek at the nest. We got within about ten feet of it, and five heads shot up. Then with a flurry of wings, five small chickadees flew out of the nest and went in separate directions. Was this their first flight? I guess we'll never know.

In this paragraph the main idea is implied: Two people watch a bird's nest, hoping to see the baby birds. The author's purpose is to entertain readers with a story about the birds. Descriptive details help you visualize the scene.

The key to determining an author's purpose is to ask yourself "What does this author expect of me, the reader?" Read the title and first and last paragraphs. If you still cannot determine the purpose, keep reading. Find the central idea, which may contain a clue to the author's purpose. For example, the title "How the Civil Rights Movement Began" is a clue that the author's purpose is to *inform* readers about who or what started the movement. The central idea of the short passage about Rosa Parks on page 13 is stated in the first paragraph: *It started with a seamstress from Montgomery, Alabama, who refused to give up her seat on a city bus.* Based on this central idea, what does the author expect you to know? The author wants you to know what happened. The purpose is to inform you about the event that started the civil rights movement.

Suppose that after reading the title and first and last paragraph and finding the central idea, you still cannot tell what the purpose is. Then let your response be a guide. Read the entire passage. Then ask questions to determine how you have responded to the reading. Your answers may lead you to the author's purpose. Questions to ask are these: "Did the author teach me something?" (inform); "Did the author try to influence me or change my point of view?" (persuade); "Did the author make me laugh or arouse another feeling, or create images in my mind?" (entertain).

Table 3 lists purposes, details that may help you identify them, and responses authors expect from readers. Please note that Table 3 makes a general comparison only. As you become a more experienced reader, you will find that purposes overlap. For example, an author may first need to inform readers with facts about an issue before trying to persuade them to form an opinion. But even when more than one purpose is apparent, one purpose will dominate.

TABLE 3 Understanding an Author's Purpose

Author's Purpose	Supporting Details	Expected Readers' Response
INFORM (to teach or explain)	facts, examples, and other kinds of information	to understand or be able to apply information gained from reading
PERSUADE (to influence or convince)	facts or other details chosen for their persuasive value or effect	to be convinced or moved to take action
ENTERTAIN (to express, arouse feeling, excite imagination)	descriptive details and facts chosen for their entertainment value	to experience pleasure, both emotionally and intellectually

Look for an Organizational Pattern

Ideas expressed in English follow certain patterns. For example, it is common to say *the clock chimes at ten,* or *at ten the clock chimes,* but not *chimes clock ten at the.* Why? Because in English, as in any language, certain established sentence patterns dictate the placement of subjects, verbs, articles, and modifying phrases and clauses. Paragraphs, too, as well as longer selections, follow certain organizational patterns. By recognizing an author's chosen pattern, you can more easily anticipate what is to come. What are these patterns, and what are the signs by which you can recognize them?

Organizational patterns represent ways people think. For example, it is natural in conversation to make comparisons, define terms, explain how something works, list steps or stages in a process, or trace a sequence of events. Authors use patterns as handy ways to organize their ideas. The choice of a pattern is directly influenced by an author's purpose. For example, after Princess Diana died in 1997, authors whose purpose was to re-create the last day of her life used the *sequence* pattern to describe what she and her companion did every hour of that day. The following list briefly explains six common organizational patterns.

Generalization, Then Example. A general statement or idea is supported by one or more examples that explain and clarify the idea.

Sequence/Process. Sequences explain *when* and *in what order* events occur. Sequences are traced through dates, times, or numbers. Processes explain *how* things happen and the steps or stages that are involved. Sequence and process often occur together.

Comparison/Contrast. Objects or ideas are analyzed either according to their similarities (comparison) or according to their differences (contrast). Usually similarities *and* differences are considered.

Division/Classification. *Division* explains how parts relate to a whole. For example, to understand how an automobile works, you need to know how each part functions in relation to the whole engine. *Classification* establishes categories into which items can be sorted according to shared characteristics. For example, the cards in a deck can be sorted into clubs, spades, hearts, and diamonds. Division and classification sometimes occur together.

Cause/Effect. This pattern explains *why* things happen (the reasons or causes) and their consequences (results or effects). Causes and effects usually occur together.

Definition. This pattern provides either a brief explanation or an in-depth analysis of the meaning of a word, term, or idea.

Authors often mix patterns. For example, in a long essay that defines a term like *success* or *character,* an author may use examples or make comparisons even though the overall pattern is definition.

Questioning can help you discover an author's organizational pattern. For example, you open the morning paper and read this headline: *Roof Collapses, Damages Sought.* Questions you could ask are Why did the roof collapse? Whose fault was it? Did anyone get hurt? How much were the damages? Who will pay? Answers to the first two questions will tell you the *reasons* the accident happened. Answers to the last three questions will tell you the *results* or *consequences* of the accident. These questions and answers should help you determine that the author's pattern is *cause and effect.* Now you can anticipate what comes next: a detailed explanation of what caused the roof to collapse and what happened as a result.

Here is another example. You have been assigned to read an article titled *What Is Self-Esteem?* You might ask yourself the same question. The answer you come up with would be based on your prior knowledge. But without reading the article, do you know what the author means by self-esteem? Can you guess what organizational pat-

TABLE 4 Organizational Patterns and Transitions That Signal Them

Patterns	Transitions
GENERALIZATION, THEN EXAMPLE	for example, for instance, such as, to illustrate, specifically, also, in addition, another, moreover, furthermore, to clarify
SEQUENCE/PROCESS	first, next, then, now, before,after, later, following, step, stage, method, procedure, how to, trace, numbers: 1, 2, 3, etc.
COMPARISON/CONTRAST	like, unlike, similar, different, as, as if, however, but, yet, although, on the other hand, on the contrary, to compare, to contrast, conversely
DIVISION/CLASSIFICATION	part, member, branch, section, segment, group, kind, type, class, category, division, to classify,
CAUSE/EFFECT	reason, result, cause, effect, because, thus, since, therefore, consequently, due to
DEFINITION	for example, to illustrate, such as, means, to define, stands for

tern the author follows? Since the answer to the question posed by the title would be a definition of self-esteem, you can guess that the pattern is *definition.* Now you have something to anticipate: What *is* the author's definition, and does it add to or contradict yours?

Another way to identify an author's pattern is to look for *transitions:* signal words and phrases that reveal the relationship of one idea to another. For example, the words *first, next,* and *then* can signal either a sequence of events or the steps of a process. Table 4 lists six organizational patterns and the transitions that may help you identify them.

The following example passages, which start on page 19, illustrate six common organizational patterns. In each passage, the transitions that signal the author's pattern are underlined.

1. Generalization, Then Example

> The days of the week were named after the gods and goddesses of ancient times. For example, Sunday, then as now, was the first day of the week and was "the day of the sun." Monday was "the day of the moon." Ancient people of many cultures worshiped the sun and moon, believing that these celestial bodies were gods. Tuesday gets its name from *Tiw,* later called Mars, the god of war. Wednesday was named for *Woden,* "the furious one," a Germanic god. Thursday takes its name from *Thor,* the old Norse god of thunder. *Frig,* a goddess and

> the wife of Woden, gave her name to Friday. Saturday comes from *Saturn*, the Roman god of agriculture.

In this paragraph, days of the week and the origins of their names are the examples that explain the generalization made in the first sentence.

2. Sequence/Process

> What happens during the nine months of pregnancy? During the first three months cells divide to become an embryo. The embryo becomes a fetus. At this stage, there is little increase in size but much differentiation of tissue. The next three months show more activity. The fetus becomes larger; it has a heartbeat, and its first movements occur. In the last three months of pregnancy, the fetus continues to grow. Its movements increase as it prepares for birth.

This paragraph traces the events that occur during the three stages of pregnancy. It describes both a sequence and a process.

3. Comparison/Contrast

> When recent high school graduates arrive on college campuses, they soon learn that college differs from high school in several ways. First of all, high school teachers have close relationships with students and are likely to interact with them outside the classroom in sports and club activities. In college, however, the relationships are less close. Although some professors do get involved in extracurricular activities, many do not. Second, the work load in college differs from that in high school. College students have more reading to do, the reading is more difficult, and most professors assign homework every time class meets. But in high school, most of the work is done in class with students having homework only one or two nights a week on the average. A third difference is that students have more freedom in college. What students do between classes is their business. When they do not have a class scheduled, they neither have to be on campus nor account for their whereabouts. On the contrary, high school students, with few exceptions, must remain on campus during school hours.

This paragraph explains three ways that college differs from high school: relationships with teachers, workload, and the amount of freedom students have.

4. Division/Classification

> The student body of Fairview Community College is composed of 35 percent recent high school graduates, 55 percent adult learners, and 10 percent seniors.
>
> Students in these categories have the following characteristics. Recent high school graduates are seventeen to nineteen years old and are attending college for the first time. Most of them plan to transfer to a four-year college when they graduate. Adult learners, the largest category, are in their twenties and thirties. Some are attending college for the first time, while others are returning students who dropped out of college earlier in life to work, raise families, or for some other reason. Most of them are in college to improve their skills and thus their job prospects. The senior learners are in their forties or older. Students in this category have come to retrain, to make career changes, or to find self-fulfillment.

The first paragraph *divides* Fairview's student body into three groups based on what percentage of the whole student population they represent. The second paragraph *classifies* the students in each category on the basis of their ages and reasons for coming to college.

5. Cause/Effect

> Yesterday my instructor returned my algebra test, and I was disappointed with my grade. I barely passed the test. Fortunately, I know the reasons. To begin with, I went into the test unprepared. I had put off my review until the night before the test. Then I spent only an hour studying, which was not enough time to review all the concepts and rules that were covered. The second reason is that I got nervous as a result of knowing that I was not prepared. My anxiety caused my mind to go blank, and I was unable to recall what I *had* studied. The most important reason is that I made some careless errors. Had I taken the time to proofread my paper before handing it in, I might have corrected my errors and earned a better grade. All things considered, I'm not surprised that I did so poorly.

This paragraph explains the causes and effects of being unprepared for a test.

6. Definition

> Recent scandals involving government officials at every level have left voters wondering whether any candidate's character can stand up to public scrutiny. Some have forgotten the definition of the term itself. *Character,* now as always, describes a set of personal qualities we used to call virtues. These virtues include honesty, dependability,

> trustworthiness, fairness, modesty, and temperance. If we demanded these qualities of those who run for public office, how many would be eligible? Perhaps, like the marines, voters should insist on "a few good men" and women of character to serve the public.

This paragraph defines *character* as the possession of certain personal qualities.

Make Inferences from Stated Details

An *inference* is an educated guess about something you do not know based on what you *do* know. Inferences can be valid or invalid. A *valid* inference has sufficient knowledge and experience to back it up. An *invalid* inference does not.

Everyone makes inferences. For example, your decision to attend college was influenced by the inferences you made about your financial status (Can I afford the tuition?), your record of achievement (Will I be successful?), and your self-knowledge (Can I handle the workload?). Physicians make inferences about your health based on your symptoms and examination results. Using information gained from a résumé or interview, an employer makes inferences about an applicant's job qualifications. Buying an affordable home requires you to make valid inferences about your potential income and your ability to make mortgage payments. In each case, the inferences you make are based on the facts at hand. So it is with reading. To understand what an author *means,* consider what he or she *says.* In addition, your knowledge about the author's topic and your experience will also help you make valid inferences.

Read the following paragraph followed by four inferences. Decide which inference is valid.

> A woman gets out of her car carrying a poodle. She enters a building. The sign on the building says Hawthorne Veterinary Clinic.

1. The woman owns the clinic.
2. The dog was injured in a car accident.
3. The woman is probably taking her dog to see the vet.
4. The woman wants to use the telephone.

First of all, consider the facts that are given: A woman carrying a dog into a building and the sign on the building that identifies it as a veterinary clinic. Second, what do you know from experience? People take their dogs to a veterinarian either because the dog needs care or because they need to board the dog. Taking facts and experience into account, the first inference is invalid because there are no facts in the paragraph to suggest that the woman owns the clinic. The second inference is invalid for the same reason: Nothing in the paragraph indicates that the dog is injured or that there was an accident. Facts and experience make the fourth inference invalid also. First of all, people usually do not go to veterinary clinics to use the telephone. Second, most people would probably leave the dog in the car while they made a phone call. Third, the facts in the paragraph do not indicate that the woman even wants to make a call. The third inference is a valid inference because the facts support it. The word *probably* also helps to make this inference valid. Even though experience suggests that the woman is taking the dog to the vet, you cannot say for certain what her purpose is without more information.

The most important thing to remember about inferences is that they are *guesses* about what is reasonable or probable based on whatever information is available. Therefore, get in the habit of questioning what you read and ask of the author "How do you know?" and "Who says so?"

The following question is based on "How the Civil Rights Movement Began" on page 13. Read the question and the list of inferences that follows it. Which inference is valid?

> Why was the Supreme Court's decision to end all segregation on public transportation important to Rosa Parks and the demonstrators?
>
> 1. It meant that Parks could not be arrested again.
> 2. It put an end to racial discrimination.
> 3. It guaranteed that blacks would be treated fairly in court.
> 4. It showed that blacks could achieve their goals through nonviolent protest.

The first inference is invalid because the court decision was based on Parks's refusal to give up her seat, not on any other alleged crime. The second inference is invalid because racial discrimination has continued as history and experience have shown. The third inference is invalid because some blacks continued to receive unfair treatment in court, in the selection of juries for example. Only the fourth inference is valid. The boycott had worked. African-Americans could therefore assume that additional goals might be achieved through non-violent forms of protest such as boycotting businesses.

One or two comprehension questions following each reading selection in *The Reader's Corner* ask you to make inferences. When answering these questions, rely on your experience and the author's stated details.

Use Context Clues to Define Unfamiliar Words

Often in your reading you may encounter an unfamiliar word. Of course you can use your dictionary to determine the word's meaning, but before you do that, look for clues in the context that may help you define the word. Then use your dictionary to verify the meaning if you are still uncertain. By identifying and using four types of clues, you can improve your ability to define words in context.

Context refers to the sentence in which an unfamiliar word appears. If the sentence contains no clues, enlarge the context by looking for clues in the sentences just before and after the one that contains the word you are trying to define. The four types of clues are *definition, example, contrast,* and *experience.*

The *definition clue* consists of either punctuation marks that set off a synonym or longer definition or key words that signal the reader to look for a definition as in the following examples in which words to be defined are in bold type.

> Jane **commiserated,** or sympathized, with a friend whose dog was lost. (A synonym is set off by commas.)
>
> **Cognition** (the study of how people think and learn) attracts many psychology majors as a field of specialization. (The definition is set off by parentheses.)
>
> To **harass** someone means to annoy him or her repeatedly. (The word "means" signals that a definition follows.)

The *example* clue is an illustration or explanation that defines an unfamiliar word either by creating familiar images in your mind or by recalling familiar objects, ideas, or situations. The following sentences contain example clues and a boldfaced word to be defined.

> Headaches, minor coughs and colds, and muscular aches and pains illustrate a few of the common **ailments** that are usually not serious unless they persist. (The examples of headaches, minor coughs and colds, and muscular aches and pains are clues that ailments are minor illnesses.)
>
> Humans have **physiological needs** such as those for safety, food, and sex. (The examples of safety, food, and sex are clues that physiological needs are those needed to sustain life.)

The *contrast clue* is an antonym or word having an opposite meaning to that of the one you are trying to define. The following sentences contain antonyms to help you define the boldfaced words.

TABLE 5 Questions for Active Readers

Strategy	Questions to Ask
FIND THE MAIN IDEA	What is the author's topic? What is the author's opinion?
IDENTIFY THE DETAILS	What are the stated facts, reasons, or examples? What do the facts, reasons, or examples explain? What transitions can I find?
DETERMINE THE PURPOSE	Why did the author write this? What does the author expect of me? What do the title and main idea tell me?
LOOK FOR PATTERNS	What are the author's main idea and purpose? How are the details related? What do the transitions tell me?
MAKE INFERENCES	What do I already know? What are the stated details? What do the details mean?
DEFINE WORDS IN CONTEXT	What are the author's clues? What signal words can I find? What does my experience tell me?

> Although we first thought that the painting was a **forgery,** it turned out to be genuine. (Genuine is an antonym of forgery. Genuine means real or authentic, so forgery means fake.)

> Drinking water should be clear, but the water coming out of my faucet looks **murky.** (Clear is an antonym of murky. Therefore, murky means unclear or clouded.)

The *experience clue* is one you bring to the reading along with your skill of making an inference. By using the information an author has provided in a sentence and by using what you have learned from experience in similar situations, you may be able to determine the meaning of an unfamiliar word. What clues can you find in the following sentences to help you define the boldfaced words?

> Some carry a rabbit's foot, but my **talisman** is a four-leaf clover. (If you know that a rabbit's foot and four-leaf clover are good luck charms then you can guess that a talisman is also a good luck charm.)

> The bookstore manager was **irate** when the student demanded a refund for a book that was dirty and filled with marginal notes. (How would you feel if someone to whom you had loaned a book returned it dirty and marked? You probably would be very angry, or irate, as was the bookstore manager.)

Remember that self-questioning keeps you focused and reading actively. As a review, Table 5 lists the essential reading skills and questions to ask that will help you to identify an author's main idea, details, purpose, and pattern, to make inferences from your reading, and to use context clues to define words.

Unit One Vocabulary

Building a Strong Vocabulary

How to Find Out What Words Mean

To read well, you need a strong vocabulary. To build a strong vocabulary, you need to read well.

These sentences are a paradox — that is, they seem to express opposite points but, nevertheless, both are true. Together, they state the challenge facing anyone trying to improve reading skills. In order to read confidently, you have to know many words. You have to know how to figure out the meanings for new words that you discover as you read. Yet the best way to expand your knowledge of words is to read often and in varied content areas. Reading and vocabulary are strongly connected. As you improve your skills in one, you improve your skills in the other.

Most of us have vocabularies that allow us to read widely from the everyday sources of information that surround us: newspapers, magazines, computers, television, signs, posters, advertisements, credit card and job applications, instructions, and recipes. The person with the richest and most useful vocabulary, however, can read more complicated and varied sources of information easily. You may not be as confident about reading a psychology textbook, a history journal, or an encyclopedia entry as you are about reading other kinds of material. Still, supplementing your familiar and usual resources with a wide variety of materials offers you the opportunity to expand your knowledge of words as it improves your reading skills.

The first step to take in improving your vocabulary is to recognize that it is not possible for you to know the meaning of every word you see. Sometimes you may say to yourself, "I sort of know what this means" or "I can get by without figuring this one out." But often you really need to find out exactly what those words mean. In the short run, not paying attention to words you don't know may save you some work. But in the long run, you just won't know as much as you should.

How to Define Difficult Words

- Learn to use the *context* — that is, clues that surrounding sentences sometimes give about the meanings of new words.
- In a word you don't know, look for parts of the word whose meanings you might know.
- Learn the difference between what a word means and what a word suggests or makes you feel.
- Learn the difference between words that mean almost the same thing but have different shades of meaning.
- Learn to use a dictionary so you can find meanings easily.
- Keep a list of words you want to add to your vocabulary.

How to Remember New Words

Once you've found the meaning of a new word and you think you understand it, try to make sure that you don't forget it.

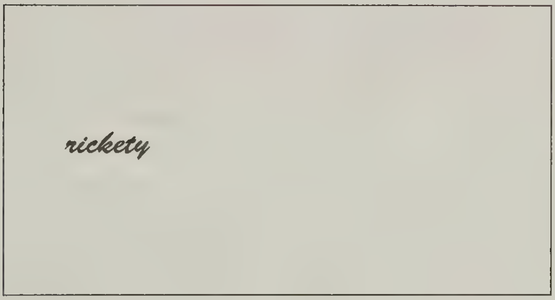
How to Remember New Words

- Write the word and its definition often, just for practice.
- Say the word. Learn to pronounce it correctly by using the pronunciation clues in your dictionary.
- Try to learn the word and its meaning the first time you see it.
- Use index cards to study vocabulary. Write the word on one side of the card and its definition on the other side.
- Make up a phrase or a sentence that uses the word in a way you understand.
- Change the ending of the word: Try making it plural; try changing the tense; try adding *ly*.
- Use the word when you talk—in class, on the job, at home.
- Use the word whenever you can in your writing assignments.

- Say the word and its meaning over and over again in your mind.
- Don't try to learn long lists of new words. Study just a few words each day for several days so that you can learn by repeating.

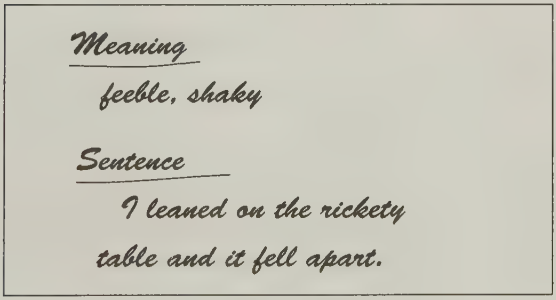
INDEX CARD FOR VOCABULARY STUDY

Side One



rickety

Side Two



Meaning

feeble, shaky

Sentence

I leaned on the rickety table and it fell apart.

Context Clues to Word Meanings

In the second paragraph of this chapter did you notice the word *paradox*? If that word was unfamiliar to you, how could you have figured out its meaning? Let's look again at the first sentence of the paragraph and at the paragraph that comes just before it.

> To read well, you need a strong vocabulary. To build a strong vocabulary, you need to read well.
>
> These sentences are a paradox — that is, they seem to express opposite points but, nevertheless, both are true.

If you read carefully, you could have defined the word *paradox* from context clues. *Context clues* are hints provided by the words and sentences surrounding the unfamiliar word. Did you notice that the dash (—) and the words *that is* introduced a definition of *paradox*? A paradox is a statement that seems contradictory but is true. If you had checked a dictionary, you would have found a definition quite similar to that one. But you didn't really need a dictionary in this case: Surrounding sentences supplied enough hints for you to guess the meaning of the word *paradox*.

Most experienced readers try to guess the meanings of unfamiliar words through context clues. To make meanings clearer, good writers often provide such clues for readers. The clues are not always as clear-cut as those you just examined for the word *paradox*. Sometimes surrounding sentences do not provide enough hints, and you do have to turn to a dictionary or to some other source for the meaning of an unfamiliar word. But because context clues are so frequently available to an alert reader, it's a good idea to learn to recognize the different kinds of clues you might come across in your textbooks and other reading materials.

How to Use Sentence Hints to Find Word Meanings

Hint	*Example*	*Explanation*
Some sentences set off the definition of a difficult word by means of punctuation.	*Ruminants*, that is, grazing animals such as cows and sheep, are a major cause of erosion in pastures and farming communities. *Molecules* — combinations of atoms — form all chemical compounds.	Commas, dashes —, parentheses ( ), brackets [ ].

Hint	*Example*	*Explanation*
Sometimes *helping words*, along with punctuation, provide important clues.	Mary felt *perturbed;* that is, she was greatly disturbed by her sister's actions.	Helping words: *that is, meaning, such as, or, is called.*
Some sentences tell the opposite of what a new word means. From its opposite, you can figure out the meaning of the word.	Parents who constantly spank their children cannot be called *lenient.*	If you are *lenient,* you do not often punish your children. *Merciful* or *gentle* would be a good guess for the meaning of *lenient.* Helping words to show opposites: *not, but, although, however, on the other hand.*
Sometimes you can use your own experiences to figure out the definition of a word.	The *cacophonous* rattling made Maria cover her ears.	A noise that would make you cover your ears would be *unpleasant* or *jarring.*
Sentences before or after a sentence containing a difficult word sometimes explain the meaning of the word.	Mozart gave his first public recital at the age of six. By age thirteen, he had written symphonies and an operetta. He is justly called a child *prodigy.*	It would certainly take a remarkably talented person to do these things. An extraordinary person, then, would be a *prodigy.*

Hint	*Example*	*Explanation*
Some sentences are written just to give the definitions of difficult words — words that readers need to know in order to understand what they are reading.	In ancient Greece, most men spent a portion of their day at the *palestra*. This was a public place for exercise and athletics.	The second sentence explains that a *palestra* was a place for exercising and playing sports.
Some sentences give examples of a new word, which allow you to build a definition.	Select a *periodical* from among the following: *People*, *Time*, *Reader's Digest*, or *Seventeen*.	The sentence doesn't say that a *periodical* is a magazine, but you can figure it out from the examples.
Some sentences use a word you do know to help explain a word you don't know.	A *formidable* enemy is one to be feared.	*Formidable* — through the clues in this sentence — means *fearsome* or *dreadful*.

EXERCISES

Choosing Definitions from Context

Use the clues in the previous section. Determine from the surrounding words and sentences what the words in italics mean. Then, from the choices that follow, select the word that comes closest to the meaning you've decided on. Write the letter of the correct answer in the space provided. Finally, in the space following each question, name the clues that helped you figure out the meaning.

_____ 1. The police kept the witness *sequestered* in a hotel room, hidden away from the mobsters who had threatened him.
a. secluded
b. drunk

c. tied up
d. confused

______ 2. The director decided that rather than use a *grotesque* figure in the role of Caliban, he would create a handsome, noble character.

a. beautiful
b. ugly
c. dramatic
d. small

______ 3. In order to make sure both sides would respect the peace, the two countries declared *an armistice* while treaty talks continued.

a. an alliance
b. a battle
c. a cease-fire
d. a surrender

______ 4. Because of the *paucity* of data, the researchers had to start all over again in order to gather enough information for the study.

a. power
b. absence of thought
c. strangeness
d. lack

______ 5. In narrow, closed places like elevators, closets, and hallways, he felt scared and nervous, as if the walls were closing in on him. His was a classic case of *claustrophobia.*

a. depression
b. a religious experience
c. fear of closed and narrow places
d. loneliness

______ 6. Regarding personality, Pedro always kept everything under tight control; Ricardo, on the other hand, was *expansive*.
a. free and open
b. happy and proud
c. foolish and annoying
d. boring

____

______ 7. In melodramas, the *miscreant* who torments the other characters is always punished.
a. hero
b. villain
c. mentor
d. writer

____

______ 8. Father Esteban said that people show their *piety* by attending church regularly, by loving God, and by giving great respect to religion.
a. happiness
b. love
c. religiousness
d. disapproval of organized religion

____

______ 9. Since the play had a *bucolic* setting, the stage crew produced cutouts of trees and bushes to make the stage really look like a country scene.
a. primitive
b. theatrical
c. artificial
d. rural

____

______ 10. The commander's mood seemed *serene* and peaceful despite the great tragedy her troops had suffered.
a. determined
b. revengeful
c. puzzled
d. quiet

____

Creating Your Own Definitions from Context

The words in italics in each of the following sentences may have a meaning that you do not know. Try to use hints in the sentences in order to make up a definition. On separate paper write the word and your own definition.

1. In exchange for helping the organist during services by working the organ *bellows* — the foot pads at the bottom that pump air through the pipes — the minister let me practice on the organ after church each Sunday.
2. The room contained such a *heterogeneous* group of people that it was difficult to understand what brought them together despite their differences.
3. The corn seeds discovered in the ruins of the Mayan village had remained *dormant* for five hundred years but still were able to grow new plants.
4. Most voters have lost faith in politicians and have become very *cynical* about politics.
5. It took the scouts only a few minutes to pack up all their *paraphernalia* and move out.
6. If you study your text *prior* to instead of after class, you may find the course a little easier than you do now.
7. The judge said that rumors about her past conduct were *hearsay* and could not be admitted as evidence into court.
8. The librarian called the sheriff to report that all the books by authors whose names began with the letter *K* had been stolen. He had noticed the *lacuna* in the stacks as soon as he opened for business in the morning.
9. *Citadels*, fortresses built on high ground to defend cities, were common in many parts of the Roman Empire.
10. After spending three weeks alone in the woods, Henry was tired of *solitude.*

Context Clues in Sentences

Use context clues to determine the meanings of the words in italics below. Write your definition in the space provided.

1. Even though Martha was not part of the fight, we know that her gossip helped to *instigate* trouble between Maria and Jane.

   Instigate means provoke, cause to happe.

2. That *insecticide defoliates* most trees. Unless you want leaves on the ground instead of on branches, you'd better not use it to kill insects.

   Insecticide means ______.

   Defoliate means ______.

3. Accidents are often a *consequence* of carelessness.

   Consequence means effect or result of something

4. Concert-goers are asked to *refrain* from taking flash pictures because the bright lights disturb the performers.

   Refrain means avoid, keep from doing something

5. Brushing your teeth after every meal may not prevent cavities entirely, but it does *inhibit* the number of cavities you get.

   Inhibit means reduce.

6. Sandra told her boyfriend that she was tired of his *feckless* behavior and that unless he promised to stop being careless and irresponsible, she would break up with him.

   Feckless means ______.

7. On Request Day, the campus station played favorite CDs sent in by the sophomore class. With rap, grunge, metal, alternative, soul, and dance-hall recordings to choose from, we heard quite a *mélange* of music.

   Mélange means variation, mixture.

8. After the first sentence, the essay presented no new ideas; it was only a *tautology*, repeating itself needlessly.

   Tautology means ______.

9. Cara's mother had an elegant manner and an *urbane* wit, unlike her daughter, who was crude and unsophisticated.

   Urbane means sophisticated.

10. The wild horse was *fettered* at its ankles with chains and shackles so it could not escape.

Fettered means tied up.

More Context Clues

The sentences below, all written by professional writers, include clues for the words in italics. Try to determine from the surrounding words and sentences what the words in italics mean. Then select from the choices that follow the word that comes closest to the meaning you've decided on. Write the letter of the correct answer in the space provided. Do not use a dictionary.

> Most of the recipes were somewhat *inedible,* as you'll see if you try Cat-tail Root Stew or Pollen Pancakes, but the raw *ingredients* can be collected around any Canadian summer cottage.
>
> — *Margaret Atwood*

b 1. *inedible*
  a. not easily believed
  b. not fit for eating
  c. not simply found
  d. not understood without difficulty

a 2. *ingredients*
  a. components
  b. aspects
  c. characters
  d. flavors

> A child can operate a VCR, of course. Only a few *maneuvers* are required to tape something, and only a few more are required to tape something when you're out.
>
> — *Nora Ephron*

c 3. *maneuvers*
  a. instructions
  b. decisions
  c. operations
  d. helpers

> Consider Jack the Giant-Killer. What a *conglomeration* of weeping and wailing, of people shut up into low dungeons, of murder, of sudden death, of blood, and of horror! Jack, having

inveigled an enormous giant into eating an enormous quantity of porridge, then rips him in the stomach with a huge sword! What a mess!

— *Stephen Leacock*

c 4. *conglomeration*
  a. large corporation
  b. apartment building owned by residents
  c. mixed collection
  d. orderly sequence

d 5. *inveigled*
  a. forced
  b. grinned
  c. borrowed
  d. talked into

Everybody by now is aware that the cost of the American way is enormous, that air conditioning is an energy *glutton*. It uses some 9 percent of all the electricity produced. Such an *extravagance* merely to provide comfort is peculiarly American and strikingly at odds with all the recent *rhetoric* about national *sacrifice* in a period of *menacing* energy shortages.

— *Frank Trippett*

c 6. *glutton*
  a. monster
  b. efficient user
  c. greedy consumer
  d. benefit

b 7. *extravagance*
  a. necessity
  b. luxury
  c. sacrifice
  d. decision

b 8. *rhetoric*
  a. useless actions
  b. inflated language
  c. unpassed legislation
  d. passionate hopes

b 9. *sacrifice*
   a. hope
   b. something given up
   c. humor
   d. product

d 10. *menacing*
   a. useful
   b. important
   c. ridiculous
   d. threatening

Context Clues in a Biology Textbook

Determine the meanings of the words in italics below by using context clues. Do not use a dictionary. Write definitions in the space provided.

> **Preparation of Specimens** To observe a *specimen* under the compound *microscope,* the specimen must be thin enough for light to pass through it. This is the case for all *microorganisms*—organisms too small to be seen clearly with the naked eye. Most other organisms or biological materials, however, are too thick. For this reason, they must be fixed, embedded, and sliced into thin sections. *Fixation* is done by cutting the material into small pieces and allowing it to soak in a fixative, such as formalin. The fixed material is then *embedded* in liquid wax or plastic, which is allowed to harden. The wax or plastic holds the material in place so that it can be sliced or *sectioned*. The instrument used for slicing thin sections is called a *microtome*.
>
> — *William D. Schraer and Herbert J. Stoltze*

1. specimen sample for examination
2. microscope instrument for magnifying object being studied
3. microorganisms ____________________
4. fixation ____________________
5. embedded ____________________
6. sectioned ____________________
7. microtome ____________________

Context Clues in a History Textbook

As you read the following selection, note the words in italics. Try to determine the meanings of those words by using context clues. Answer the questions by writing the letter of the correct meaning in the space provided.

> Socrates (469–399 B.C.) marked a *decisive* turning point in Greek philosophy and in the history of Western thought. The Socratic *conception* of the rational individual became an essential *component* of the tradition of classical humanism. Socrates agreed with the Sophists that the study of physical nature was less important than the study of man. But whereas the Sophists concentrated on teaching specific skills — how to excel in debates, for example — Socrates was concerned with comprehending and improving human character. Although *ethical* concerns lay at the center of Socrates' thought, he never provided a list of ethical commands; in Socratic philosophy, there is nothing comparable to the Ten Commandments. What he did provide was a method — the *dialectic* or dialogue — of arriving at knowledge, including moral values.
>
> For Socrates, the *dialogue* (the asking and answering of questions between two or more individuals) was the *sole* avenue to moral insights and self-knowledge. The *interchange* implied that one human mind was not a *passive vessel* into which a teacher, another human being, poured knowledge. *Participants* in a dialogue were *obliged* to play an active role and to think critically about human values. The use of the dialogue implied further that relations between people should involve *rational* discussion through which people learn from each other and improve themselves.
>
> When Socrates was seventy, he was accused of *corrupting* the youth of Athens and of not believing in the city's gods but in other, new *divinities*, and he went on trial for his life.
>
> — *Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue*

a 1. *decisive*
  a. conclusive
  b. ancient
  c. Greek
  d. decision

c 2. *conception*
  a. character
  b. issue
  c. idea
  d. excellence

c 3. *component*
   a. country
   b. opponent
   c. element
   d. philosophy

a 4. *ethical*
   a. involving principles of right and wrong
   b. having to do with specific skills
   c. related to excelling in debates
   d. methodical

d 5. *dialectic*
   a. commandment
   b. improvement of moral values
   c. debate between fixed views of human character
   d. conversation to arrive at knowledge

c 6. *dialogue*
   a. moral insight
   b. Socratic insight
   c. exchange of questions and answers between people
   d. sole avenue of exchange to passive minds

d 7. *sole*
   a. fishy
   b. street
   c. special
   d. only

b 8. *interchange*
   a. flexibility
   b. exchange
   c. changeover
   d. interest

a 9. *passive*
   a. inactive
   b. lively
   c. learned
   d. amoral

d 10. *vessel*
   a. boat
   b. puddle

c. chalkboard
d. container

__a__ 11. *participants*
a. those who take part
b. those who disagree
c. actors
d. people who pour knowledge into other human beings

__a__ 12. *obliged*
a. required
b. trying
c. refusing
d. tired

__d__ 13. *rational*
a. national
b. procedural
c. Socratic
d. reasonable

__c__ 14. *corrupting*
a. improving without help
b. influencing
c. leading astray
d. wrongly ignoring

__b__ 15. *divinities*
a. vineyards
b. gods
c. philosophers
d. lawyers

Using Context Clues in Your Textbooks

Using one of your textbooks from another course, locate ten sentences that provide sentence clues for words with which you are not familiar. On a separate sheet of paper, copy each of these sentences and underline the word you do not know. Circle the clues that help you determine the word meaning. Then write your own definition of the word.

Word Part Clues to Meaning

Occasionally, two words may be put together to form a new word (called a *compound word*) that is not familiar to you. If you look at each part (unit) of the word, though, you can sometimes recognize the new word. Then you can try to understand the meaning. For example, look at these words:

quicksand (quick + sand)

shortfall (short + fall)

holdover (hold + over)

chatterbox (chatter + box)

highbrow (high + brow)

Words new to you may contain certain groups of letters that have meanings you can learn. If you don't know what the word itself means, these groups of letters may help you define the word.

When a group of letters with a special meaning appears in front of a word, it is called a *prefix.*

When a group of letters with a special meaning appears at the end of a word, it is called a *suffix.*

The *root* (or *stem*) is the basic part of a word. When we add prefixes or suffixes to certain roots, we create new words. Look at the word *introspective:*

- The root *spect* means "look."
- The prefix *intro* means "within" or "inward."
- The suffix *ive* means "to tend to" or "to lean toward."

If you knew the meanings of these word parts, you might have been able to see that *introspective* means, in a very exact sense, "to tend to look inward." You would not need a dictionary to discover the definition. When we say people are introspective, we mean that they look into and examine their own thoughts and feelings. Maybe you wouldn't be able to figure out all that from the prefix, root, and suffix, but at least you would have some idea of what the word meant.

If you learn key prefixes, roots, and suffixes, you will be able to grasp the meanings of many words without looking them up in a dictionary.

Important Prefixes

The following prefixes all mean "no" or "not":

Prefix	*Meaning*	*Example*
a	not, without	amoral
anti	against	antisocial
il	not	illegal
im	not	immobile
in	not	insensitive
ir	not	irresponsible
mal	badly	malformed
mis	wrongly	misdirected
non	not	nonreturnable
un	not	unattractive

These prefixes all deal with time:

Prefix	*Meaning*	*Example*
ante	before	antedated
post	after	postoperative
pre	before	prerequisite

These prefixes deal with numbers:

Prefix	*Meaning*	*Example*
auto	self	autograph
bi	two	bifocal
mono	one	monologue
multi	many	multicolored
poly	many	polygon
tri	three	tripod
uni	one	unicycle

These prefixes deal with placement:

Prefix	*Meaning*	*Example*
ab	away from	abnormal
circum	around	circumscribe
com	with, together	committee

Prefix	*Meaning*	*Example*
de	down from	descend
dis	away	discharge
ex	out of	expel
inter	among	intertwine
per	through	perceive
re	again	rebirth
sub	under	submarine
super	above	supercede
trans	across	transition

Important Roots

Prefix	*Meaning*	*Example*
cred	believe	credible
equ	equal	equate
fac, fact	do, make	factory
graph	written	monograph
mis, mit	send	missile
mor, mort	die	mortify
nomen	name	nominal
port	carry	portable
pos	place	position
spic, spec	look	spectator
tang	touch	tangible
vert	turn	subvert
vid, vis	see	vision
voc	call	vocation

Important Suffixes

Prefix	*Meaning*	*Example*
able ible	able to be	manageable defensible
al ance ence ic	relating to	regal resistance independence heroic

Prefix	*Meaning*	*Example*
hood ion ism ity ment	state of, quality of	brotherhood union patriotism legality puzzlement
er ite or	one who	writer Mennonite instructor
ful y	full of	wishful soapy

EXERCISES

Word Part Clues

Each word in the following list is made up of smaller parts. In some, two words are put together to make a new word. In others, prefixes, suffixes, and roots help make up the word. Without turning to a dictionary, use your knowledge of word part clues to write your definitions on the blank lines.

1. videotape ______________________________
2. anteroom ______________________________
3. monorail ______________________________
4. revert ______________________________
5. middleman ______________________________
6. circumvent ______________________________
7. intransigence ______________________________
8. rangefinder ______________________________
9. mortuary ______________________________
10. unsuitable ______________________________

Meanings in Compound Words

Look at these words from the first paragraph of this section. Using word part clues, determine the meaning of each word and write the meaning in the space provided. Use a dictionary to check your answers.

1. quicksand ______________________________
2. shortfall ______________________________
3. holdover ______________________________
4. chatterbox ______________________________
5. highbrow ______________________________

Word Part Clues

Look at the examples of words in the right-hand columns next to the prefixes, roots, and suffixes introduced on pages 46–48. Using your understanding of the word parts, write definitions for the words. Use a separate sheet of paper. Don't check a dictionary until you are finished.

Word Parts in Words You Know

Make a list of words you already know, including

1. three that begin with the prefix *bi*.
2. three that begin with *mis*.
3. two that start with *non*.
4. two that end with *ment*.
5. two that end with *y*.
6. two that end with *ic*.
7. two that end in *ible* or *able*.
8. two that end in *ism*.
9. three that begin with *im* or *in*.
10. three that begin with *poly*.

Combining Word Parts

By combining prefixes, suffixes, and roots, make a word that means

1. someone who believes or trusts another. Creditor
2. made up of many sounds. polyphonic
3. not capable of being believed. incredible

4. not capable of being seen. invisible

5. call back. revoke

Denotation and Connotation

Up to this point you have studied the *denotation* of a word — that is, what the word literally means. *Bicycle,* for instance, means "a two-wheeled vehicle." An *addax* is an animal that is like an antelope and that has two spiral horns.

But many words have other kinds of meaning beyond their surface meanings. The word *blue,* for example, denotes "the color of a clear sky." Beyond the denotation of the word, we also can find many other meanings in the name of the color. We usually do not like feeling *blue,* but we may enjoy hearing a great *blues* singer. We would like to have friends who are "true blue," to win a "blue ribbon," and to own "blue-chip stocks." But we might not like being called a "bluenose." As you see, even a simple word naming a color can have a wide range of possible meanings, depending on how it's used. This is what is meant by *connotation,* the implied (suggested) meaning of a word.

Often words with similar denotations have very different connotations. All the words in boldface type below denote a person who is not a male. Yet in each case, the connotation is different.

female	a member of the sex that produces eggs or bears young
woman	an adult female human being
girl	a human female who has not matured into womanhood
lady	a woman with refined habits and gentle manners
chick	a slang word for a young woman

Knowing connotations of words helps you understand language more fully than you might otherwise. You can see from the list above, for example, that *female, woman, girl, lady,* and *chick* should not be used interchangeably, even though the words share similar denotations and even though many people ignore the differences among these words. Unless you were commenting on her social behavior, you'd be inaccurate if you referred to a physician who was not a man as a "lady" doctor. (If you *had* to signify the doctor's sex, *woman* would be much more accurate.) And most young women dislike being called *chicks,* although young men talking among themselves might not think twice about using the word.

A writer has many options in choosing words to make a point, and you have to be aware that the writer's choice of one word over a similar one can influence you when you read. In fact, writers can make you feel the way *they* want you to feel about ideas and people through connotations. Dictionaries do not usually include in their definitions all the connotations of a word. That's where your own thinking comes in. You need to be able to recognize that writers who use the word *lady* where they could have used the word *woman* may be offending some members of their audience — deliberately or not.

The more you develop a sense of connotation, the more you will understand how a writer can influence your emotional reactions to words.

EXERCISES

Denotation and Connotation

In the following groups of sentences, the denotations of the words in italics are very similar. However, because the connotations are different, each sentence says something slightly (or not so slightly) different. Explain the meaning of each sentence by indicating the connotations and denotations of the words in italics. Use a dictionary if necessary.

1. The *president* wanted work to begin on the project.

   ____

   The *boss* wanted work to begin on the project.

   ____

   The *honcho* wanted work to begin on the project.

   ____

2. The friends *chatted* at great length.

   ____

   The friends *conspired* at great length.

   ____

The friends *consulted* at great length.

____

3. Martin is *weird.*

____

Martin is *eccentric.*

____

Martin is *mentally ill.*

____

4. The plan was *clever.*

____

The plan was *slick.*

____

The plan was *devious.*

____

5. Sally seemed *satisfied* with her new job.

____

Sally seemed *delighted* with her new job.

____

Sally seemed *overjoyed* with her new job.

____

6. Scientists *speculated* about the origin of the new comet.

____

Scientists *guessed* about the origin of the new comet.

____

Scientists *theorized* about the origin of the new comet.

____

Denotation and Connotation

These words all have reasonably clear denotations, but each has a number of connotations as well. On separate paper write the denotation of each word and at least one connotation. If necessary, use a dictionary.

1. shack
2. liberal
3. politician
4. home
5. alien

Shades of Meaning

Some words, although they seem to mean nearly the same thing, actually mean separate, distinct things. *Boat*, for example, refers to a small craft that is usually open at the top, and *ship* refers to a large seagoing craft.

The small differences between the meanings of words help you recognize different types of similar things quickly and clearly. There are many different types of boats and ships, and each type is described by a specific word. Here are a few of them:

barge a roomy flat-bottomed boat
battleship a large, heavily armed warship
destroyer a small, fast warship
dinghy a small rowboat
freighter a ship for carrying freight
schooner a large sailing ship
scow a square-edged barge for carrying garbage or gravel

Not only technical words like those for ships have shades of meaning. Even when you are reading about human feelings, you will find out much more if you pay attention to the exact shades of meaning. The following words all describe some kind of unpleasant feeling, but notice how different each word is:

envy a painful awareness that somebody has something you want

jealousy hostility toward a rival
suspicion distrust
resentment a feeling that someone has wronged you
grudge a long-lasting resentment
revenge the desire to hurt someone in return for what he or she has done
malice the desire to do harm for evil pleasure

The best place to find the shades of meaning of any word is in a dictionary. The use of a dictionary is discussed in Chapter 3.

EXERCISES

Shades of Meaning in Related Words

Each of the following words describes popular music. Explain the different shades of meaning of each word. In the blank spaces next to numbers 5 and 6, add two more words describing other kinds of music and your explanations of those words. Use a dictionary if necessary.

1. rock ______________________________

2. punk rock ______________________________

3. country ______________________________

4. rap ______________________________

5. ______________________________

6. ______________________________

Meanings of New Words: A Review

Using the vocabulary skills explained in this chapter, try to determine the meanings of the words in italics in the following sentences. Do not use a dictionary.

1. In the sixteenth century, explorers competed with each other to see who would be the first sailor to *circumnavigate* the globe.

   Circumnavigate means ______________________________.

2. Although exercises and therapy helped to strengthen his legs, the doctors warned Carlos that it would still be months before he was *ambulatory*.

Ambulatory means ______________________________________ .

3. The State Department broke off talks with the foreign dictator and announced that it would impose *unilateral* penalties on the rebels.

Unilateral means ______________________________________ .

4. A lizard can break off its own tail to escape a trap and *regenerate* a new tail within weeks.

Regenerate means ______________________________________ .

5. We could not solve the *enigma* of Fai Ming's initially friendly, then angry behavior.

Enigma means ______________________________________ .

6. After much struggle, the climbers finally reached the mountain's *pinnacle*.

Pinnacle means ______________________________________ .

7. Costs for *overhead*, operating expenses for a business, usually are passed on to consumers.

Overhead means ______________________________________ .

8. The book was difficult and often unclear, but the professor tried to *illuminate* its main points by discussing important passages in class.

Illuminate means ______________________________________ .

9. Dieting doesn't always produce sudden weight loss. Sometimes the changes are very *gradual*.

Gradual means ______________________________________ .

10. Ivan was very sad when his grandfather died, but thanks to the *inheritance* his grandfather left him, he could afford to go to college.

Inheritance means ______________________________________ .

11. The *congruence* of these two designs makes them perfectly *interchangeable.*

    Congruence means ______________________.

    Interchangeable means ______________________

12. He yawned; he glanced out the window; he drew circles on his desk — and his teacher was greatly disturbed by his *inattention.*

    Inattention means ______________________.

13. After thirty years, the sight of his long-lost brother was so *poignant* that Jim had to turn away for a moment to gain some control over his feelings.

    Poignant means ______________________.

14. Unlike Vinh Duc, who weighs decisions very carefully and sticks to his choice, Samuel is very *fickle.*

    Fickle means ______________________.

15. After the government's *renunciation* of its debts to other nations, few countries were willing to lend it any more money.

    Renunciation means ______________________.

Vocabulary from Advertising

The selection that appears on page 58 is a magazine advertisement. Look at it carefully. As you read, determine the definitions of all the underlined words by using whatever clues you can. Then select the phrase that comes closest to the meaning you've decided on. Write the letter of the correct answer in the space provided. Use a dictionary only to check the accuracy of your meanings.

a 1. Wildlife means
   a. animals living free.
   b. photography subject.
   c. brown bears.
   d. National Park inhabitants.

c 2. Range means
   a. ranch.
   b. stove.
   c. roam.
   d. eat.

b 3. Uniquely means
a. well.
b. singularly.
c. accidentally.
d. carefully.

d 4. Adapted as used in this advertisement means
a. flexible.
b. changed.
c. borrowed.
d. matched.

a 5. To forage is to
a. search for food.
b. destroy.
c. be hungry.
d. cultivate.

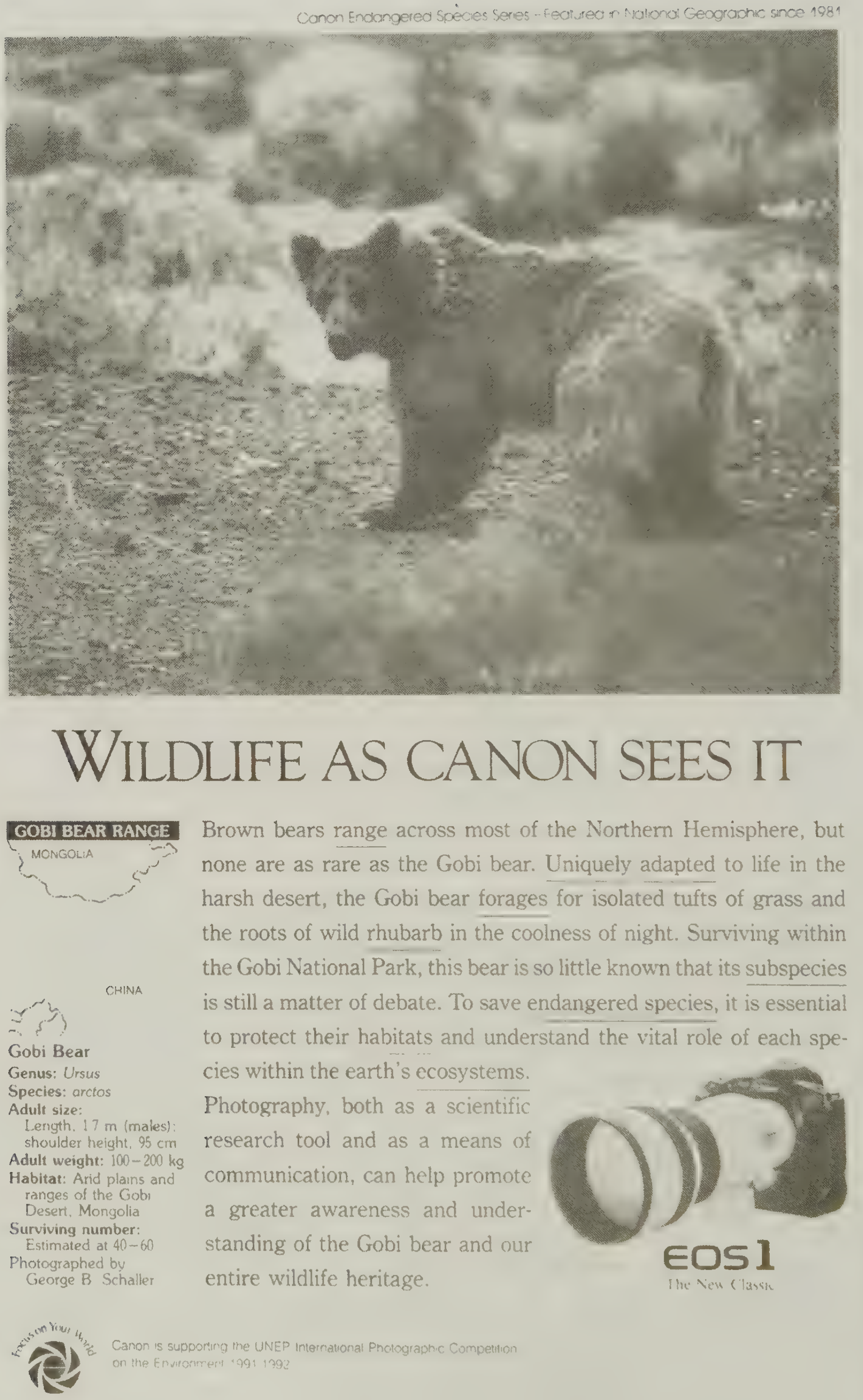
c 6. Rhubarb is a kind of
a. tree.
b. poison fruit.
c. leafy vegetable.
d. earth-dwelling grub.

d 7. Subspecies are the different
a. plants the animal eats.
b. habits of the animal.
c. habitats the animal likes.
d. varieties of the animal.

c 8. Endangered species are those that
a. are thriving.
b. threaten other animals.
c. may not survive.
d. are extinct.

b 9. Habitats are
a. Gobi ranges.
b. natural environments.
c. offspring.
d. wildlife heritage.

d 10. The ecosystems mentioned in the advertisement are
a. the plants eaten by animals.
b. the different animals.
c. the physical surroundings.
d. the combination of plants, animals, and surroundings.


GOBI BEAR RANGE
MONGOLIA
CHINA
EOS 1
The New Classic
Focus on Your World

Canon Endangered Species Series – Featured in National Geographic since 1981

WILDLIFE AS CANON SEES IT

Brown bears range across most of the Northern Hemisphere, but none are as rare as the Gobi bear. Uniquely adapted to life in the harsh desert, the Gobi bear forages for isolated tufts of grass and the roots of wild rhubarb in the coolness of night. Surviving within the Gobi National Park, this bear is so little known that its subspecies is still a matter of debate. To save endangered species, it is essential to protect their habitats and understand the vital role of each species within the earth's ecosystems. Photography, both as a scientific research tool and as a means of communication, can help promote a greater awareness and understanding of the Gobi bear and our entire wildlife heritage.

Gobi Bear
Genus: *Ursus*
Species: *arctos*
Adult size:
Length, 1.7 m (males); shoulder height, 95 cm
Adult weight: 100–200 kg
Habitat: Arid plains and ranges of the Gobi Desert, Mongolia
Surviving number: Estimated at 40–60
Photographed by George B. Schaller

Canon is supporting the UNEP International Photographic Competition on the Environment 1991-1992

Finding Word Meanings in Textbooks

Each selection below comes from a college textbook. As you read each selection carefully, determine the definitions of all the words in italics by using whatever clues you can find. In your own words, write definitions in the spaces provided. Use a dictionary only to check the accuracy of your meanings.

Mathematics

When money is deposited in a bank account, the bank pays the depositor for the privilege of using that money. The amount paid to the depositor is called *interest.* When money is borrowed from a bank, the borrower pays the bank for the privilege of using that money. The amount paid to the bank is also called interest.

The original amount deposited or borrowed is called the *principal.* The amount of interest is a percent of the principal. The percent used to determine the amount of interest is the *interest rate.* Interest rates are given for specific periods of time, usually months or years.

Interest *computed* on the original principal is called *simple interest.* To calculate simple interest, multiply the principal by the interest rate per period by the number of time periods.

— *Vernon C. Barker and Richard N. Aufmann*

1. *Interest* is ________________________________

____.

2. *Principal* is ______________________________.
3. *Interest rate* is ___________________________

____.

4. *Computed* means ______________________________.
5. *Simple interest* is ___________________________.

Philosophy

Ethics begins with our being aware that we face *alternative* possibilities in our behavior. We can either tell the truth or tell a

> *falsehood.* These two possibilities are presented to us as *options.* We are *capable* of doing either one. We can control our action. A stone does not face this kind of alternative because it cannot *distinguish* between different courses of action. A stone can behave only in the way an outside force makes it behave. Unlike a stone, a person can start an action by himself. The difference, then, is that a stone is not aware of options, is not *conscious* of possibilities, whereas human beings are conscious that they face genuine alternatives.
>
> —*Samuel E. Stumpf*

6. *Alternative* means ______________________________ .
7. *Falsehood* means ______________________________ .
8. *Options* means ______________________________ .
9. *Capable* means ______________________________ .
10. *Distinguish* means ______________________________ .
11. *Conscious* means ______________________________ .

History

> In 1815 the European scene had changed. Napoleon was *exiled* to the island of St. Helena, and a Bourbon king, in the person of Louis XVIII, again reigned in France. The Great Powers of Europe, meeting at Vienna, had drawn up a peace settlement that awarded territory to the states that had fought Napoleon and *restored* to power some rulers *dethroned* by the French emperor. The Congress of Vienna also organized the Concert of Europe to guard against a *resurgence* of the revolutionary spirit that had kept Europe in *turmoil* for some twenty-five years. The conservative leaders of Europe wanted no more Robespierres who *resorted* to terror and no more Napoleons who sought to dominate the continent.
>
> —*Marvin Perry et al.*

12. *Exiled* means ______________________________ .
13. *Restored* means ______________________________ .
14. *Dethroned* means ______________________________ .
15. *Resurgence* means ______________________________ .

16. *Turmoil* means ______________________________.

17. *Resorted* means ______________________________.

Chemistry

Matter may exist in any of the three physical states: solid, liquid, and gas.

A *solid* has a definite shape and volume that it tends to maintain under normal conditions. The particles composing a solid stick rigidly to one another. Solids most commonly occur in the *crystalline* form, which means they have a fixed, regularly repeating, *symmetrical* internal structure. Diamonds, salt, and quartz are examples of crystalline solids. A few solids, such as glass and paraffin, do not have a well-defined crystalline structure, although they do have a definite shape and volume. Such solids are called *amorphous*, which means they have no definite internal structure or form.

A *liquid* does not have its own shape but takes the shape of the container in which it is placed. Its particles *cohere* firmly, but not rigidly, so the particles of a liquid have a great deal of mobility while maintaining close contact with one another.

A *gas* has no fixed shape or volume and eventually spreads out to fill its container. Its particles move independently of one another. Compared with those of a liquid or a solid, the particles of a gas are quite far apart. Unlike solids and liquids, which cannot be *compressed* very much at all, gases can be both compressed and expanded.

— Alan Sherman, Sharon J. Sherman, and Leonard Russikoff

18. *Solid* means ______________________________.

19. *Crystalline* means ______________________________.

20. *Symmetrical* means ______________________________.

21. *Amorphous* means ______________________________.

22. *Liquid* means ______________________________.

23. *Cohere* means ______________________________.

24. *Gas* means ______________________________.

25. *Compressed* means ______________________________.

SELF-TEST

Building a Strong Vocabulary

Count 4 points for each correct answer.

A. Context Clues

For each underlined word below, identify the sentence that best helps you arrive at the meaning of the word and write the letter of your choice in the space provided.

a 1. imagery
  a. Writers use imagery—descriptions that produce mental pictures—to make their writing real to the reader.
  b. People often buy new products because of the imagery in the advertisements.
  c. The speaker's imagery helped the audience appreciate the Grand Canyon.
  d. My English teacher encourages us to include imagery in our writing.

c 2. thrive
  a. Young children sometimes thrive in daycare centers.
  b. When consumer confidence rises, some businesses begin to thrive.
  c. Because this plant needs bright light, it will not thrive in that dark corner.
  d. Will the kitten thrive if we add a vitamin supplement to its diet?

d 3. excerpt
  a. Aunt Agatha lent us a three-page excerpt from Grandfather's unpublished novel.
  b. The excerpt was too short for us to understand the point of the essay.
  c. Because this excerpt is so exciting, I am going to see the film tomorrow.
  d. This excerpt is misleading; if the reviewer is going to quote a passage from that book, she should include the author's viewpoint.

a 4. commemorative
  a. A commemorative stamp is intended to help us honor the memory of a person, place, or event.

b. The Veterans of Foreign Wars had a commemorative ceremony at its headquarters.
c. A commemorative plaque hangs in the library; it pictures John F. Kennedy in the Oval Office.
d. The statue was a commemorative depiction of an event that took place on Iwo Jima.

B. Context Clues

Write the letter of the definition that is most appropriate for the underlined word in each sentence.

c 1. Every member of the cast was dripping with sweat under the sweltering stage lights.
   a. bright
   b. colorful
   c. hot
   d. blinding

b 2. Whenever Shirley's friends lose a button, they know they can find a perfect match in her extensive collection.
   a. fine
   b. large
   c. small
   d. unusual

a 3. In human development, crawling usually precedes walking.
   a. occurs before
   b. occurs after
   c. prevents
   d. replaces

b 4. The glut of strawberries at the farmers' market made strawberry prices fall.
   a. spillage
   b. oversupply
   c. cart
   d. color

a 5. Because of turbulent air conditions on our flight over the Rocky Mountains, we had to keep our seat belts fastened.
   a. stormy
   b. terrible
   c. difficult
   d. chilly

C. Word Part Clues

In the space provided, write the letter of the word that best defines the underlined prefix or suffix in each of the items below.

b 1. repay
- a. against
- b. again
- c. not
- d. before

a 2. predate
- a. before
- b. after
- c. not
- d. two

b 3. defensible
- a. without
- b. able to be
- c. one who
- d. full of

d 4. peaceful
- a. without
- b. able to be
- c. one who
- d. full of

D. Word Parts and Word Meanings

In the space provided, write the letter of the best definition for each underlined word.

d 1. outlaw
- a. police officer
- b. rule that has been changed
- c. parent of divorced spouse
- d. bandit

a 2. framework
- a. skeleton
- b. job for an artist
- c. window
- d. part of eyeglasses

a 3. prehistoric
a. before recorded history
b. not historic
c. fiction
d. nonfiction

c 4. improbable
a. no problem
b. without looking
c. not likely
d. good idea

E. Denotation and Connotation

In the blank space, write the letter of the word that provides the correct denotative and connotative meaning for the sentence.

1. A tall, b model stood gracefully before the group.
a. starved
b. slender
c. gaunt
d. skinny

2. Her face had a b quality that made her extremely beautiful.
a. bony
b. delicate
c. gaunt
d. spare

3. The small, d tennis player showed great power on the court.
a. starved
b. bony
c. gaunt
d. spare

4. Because of her b knees, she never wore shorts; she did not want to call attention to her legs.
a. slender
b. bony
c. delicate
d. slim

F. Shades of Meaning

Each of the words in Column A describes a kind of book. In the blank to the left of each item in Column A, write the letter of the most appropriate definition in Column B. More answers than needed appear in Column B.

A

d 1. volume
f 2. booklet
e 3. brochure
a 4. manual

B

a. a handbook
b. a long, formal report
c. a book listing magazine or newspaper articles arranged according to subject
d. one of the books in a set
e. an advertising pamphlet
f. a small book

Score: ______ correct × 4 points each = ______

Unit Two Comprehension

Reading for the Main Idea

Key Ideas in Sentences

Although a sentence may give a great deal of information, it usually offers one key idea. Readers must be able to find key ideas in order to understand sentence meanings clearly.

The key idea of a sentence usually tells

- who a person or what an object is.
- what a person or an object is doing.

WHO THE SENTENCE IS ABOUT *WHAT THE PERSON (OR OBJECT) IS DOING*

A tall girl in a white dress rushed away into the trees just

beyond the gate to Stevens Park.

This sentence tells about a girl. We know that the girl rushed away. All the information about her appearance, about where she ran, and about the name of the park adds details. These are helpful in completing the scene for the reader, and very often we need to rely on details to make the main text clearer. But the key idea, the main thought, in the sentence is simply *a girl rushed away.*

How to Find Key Ideas in Sentences

- Ask *who* or *what* the sentence is about.
- Ask what the person or object is doing or what is happening to that person or object.
- Learn to separate minor details from the main idea. Many words in sentences describe things about the subject of the sentence and merely add details around it. If you ask *when, what kind, where,* or *why,* you will find details. This makes it easier to separate the key idea.

(*why*) (*what kind*) (*where*)
Because of new laws, most foreign automobiles in the United
(*when*) (*how*)
States now offer safety features at no extra charge.

Who or what is the sentence about? *automobiles*
What do the automobiles do? *offer safety features*
The key idea is *automobiles offer safety features.*

Of course, you cannot always decide which details are simply descriptive and which contribute markedly to the key idea. You'll have to make your own decision about how various parts affect sentence meanings. In stating a key idea, you may have to shift words in the sentence around and you may have to summarize parts of the sentence. It's always a good idea to try to put some of the writer's words into your own words.

The starting point for determining the key idea in a sentence, however, is finding who or what the sentence is about and what the person or object is doing.

EXERCISES

Key Ideas in Sentences

On separate paper write the key idea of each sentence below. Look at the example.

> Although everybody has thoughts about how they might like to make their life better, changing one's life takes more work, planning, and persistence than just having a good thought.
>
> *Improving life takes work, planning and persistence.*

1. The first thing you need to do in making life changes is set specific and difficult goals that will direct your energy.

2. To be sure you are really making progress toward achieving your goals, don't rely on hunches and feelings; instead, record exactly how your situation or behavior changes in relation to your goals.

3. You also need to create a situation for change — a situation that will make it easier to move in the directions you want rather than in the way you have gone in the past.

4. By making it more difficult and less pleasant to engage in your old way of life as well as finding a situation that will positively reward the changes you want to make, put yourself in an environment that supports change.

5. As you notice positive changes happening, you should reward yourself by acknowledging them and doing special things for yourself.

6. Finally, avoid being discouraged by the inevitable setbacks through seeking the support of friends and keeping long-range goals in mind.

Key Ideas from Textbooks

The following sentences come from basic college textbooks. On the blank lines, write in your own words the key idea of each statement.

1. *Biology*

   Even the simplest organisms consist of many parts and each of these must do the right thing at the right time for an appropriate action to be carried out.

   — *John W. Kimball*

   Each part of an organism must work right to carry out actions

2. *Marketing*

   By bridging the market separations, marketing creates utility or value for the parties in the exchange.

   — *Thomas Kinnear and Kenneth Bernhardt*

3. *Chemistry*

   Because of its cheapness and ready availability, oxygen is one of the most widely used industrial oxidizing agents.

   in industry

   — *Mitchell J. Sienko and Robert A. Plane*

4. *Communication*

   making

   Encoding is the act of producing messages —such as speaking, writing or gesturing.

   — *Joseph A. Devito*

5. *Psychology*

say subjects of hypnotism act a

Social role theories stress social expectations and the relationship between hypnotist and subject; according to these theories, the subject is doing what he or she believes is appropriate to in the social situation. they think

—*James D. Laird and Nicholas S. Thompson*

6. *Economics*

s

A market makes possible the exchange of goods and services between buyers and sellers, and that exchange determines the price of goods and services.

Buyers and sellers communicate with each other about the quality and quantity, what the buyers are willing and able to pay, and what the sellers must receive.

—*William Boyes and Michael Melvin*

7. *Law*

William Blackstone, an English judge and author of "Commentaries on the Laws of England" (1765-1769), defined a crime as is a wrong committed against the public, a definition that is still widely recognized as appropriate.

Defining a wrong against the public is a responsibility of the government. defines public wrongs balances

protection In a democracy, this necessarily involves a balancing of interests: society needs to protect itself and its citizens from harm, but society must also protect the rights of individuals to be free from undue government interference. its citizens

— Harold Grilliot and Frank Schubert

Topics and Main Ideas in Paragraphs

A *paragraph* is a group of sentences about some related subject or topic. Each sentence states some idea about the *topic,* and all those ideas add up to an overall *main idea* of the paragraph.

A main idea is not simply a topic. A topic is just the general subject that a paragraph deals with. A main idea, on the other hand, is the statement the paragraph makes about the topic. You often can state a topic in a single word; but to state a main idea clearly, you usually need a full sentence. The topic of the following paragraph is, simply, "the escalator"; but you would have to state the main idea more fully: "Although an escalator ride may be thrilling, escalators are now a safe and unremarkable part of our daily lives."

> Who has not felt a little thrill when about to hop onto an escalator? You step onto an already moving platform that unfolds itself into a staircase to sweep you upward above your plainly visible surroundings. The ride might almost have been created as an amusement-park attraction, yet it is so safe and mild it plays an unremarked role in our daily lives. The design seems fixed and basic, but it evolved in imperfect forms over three decades before a melding of ideas in the 1920s produced the escalator we know and ride today.

William Worthington

In the same way, the topic of the following paragraph is "the body's use of minerals." To express the main idea, however, requires a full sentence: "Minerals are essential to the body's function." This sentence makes a statement about the topic. The statement is a general idea that covers all the specific ideas in the paragraph.

> Substances found in the environment that are essential to the body's function are *minerals.*1 Minerals are used to regulate a wide range of body processes, from bone formation to blood clotting.2 They are also important to the body's structure. Except for iron, the body does not tend to store minerals. Iron tends to be conserved by the body, except when there is blood loss. Most minerals are quickly used or lost in waste products. This means you must eat mineral-rich foods regularly to replenish your supply. Your body uses larger amounts of calcium, phosphorous, and magnesium than of iodine, iron, and zinc.
>
> *Bud Getchell, Rusty Pippin, and Jill Varnes*

To understand the meaning of a paragraph, readers must identify both the topic of the paragraph and the main idea being presented about that topic. The topic may be stated in only a word or two, naming a thing, person, or event discussed throughout the paragraph. The main idea, however, is a more complete statement that ties all the ideas and information in the paragraph together. The main idea of a paragraph may be stated directly in a sentence, or it may only be implied in the overall message of all the sentences. When the main idea is stated directly, you need locate only the main idea sentence. When the main idea is implied, you must figure out the topic of the paragraph and the idea being stated about that topic.

EXERCISES

Topic and Main Idea in Textbook Paragraphs

For each of the following paragraphs from textbooks, state the topic and main idea in the appropriate spaces.

1. Although the Egyptians portrayed the Hyksos as a conquering horde, they were probably no more than nomads looking for good land. Their entry into the delta was probably gradual and generally peaceful. The Hyksos "invasion" was one of the fertilizing periods of Egyptian history; it introduced new ideas and techniques into Egyptian life. The Hyksos brought with them the method of making bronze and casting it into tools and weapons that became standard in Egypt. They thereby brought Egypt fully into the Bronze Age culture of the Mediterranean world, a culture in which the production and use of bronze implements became basic to society. Bronze tools made farming more efficient than ever before because they were sharper and more durable than the copper tools they replaced. The Hyksos' use of bronze armor and weapons as well as horse-drawn chariots and the composite bow, made of laminated wood and horn and far more powerful than the simple wooden bow, revolutionized Egyptian warfare. However much the Egyptians learned from the Hyksos, Egyptian culture eventually absorbed the newcomers. The Hyksos came to worship Egyptian gods and modeled their monarchy on the pharaoh's.

— John P. McKay, Bennett D. Hill, and John Buckler

topic ______________________________

main idea ______________________________

____

2. Consumers usually want to create and maintain a collection of products that satisfy their needs and wants in both the present and future. To achieve this objective, consumers make many purchasing decisions. For example, people must make several decisions daily regarding food, clothing, shelter, medical care, education, recreation, or transportation. As they make these decisions, they engage in different decision-making behaviors. The amount of effort, both mental and physical, that buyers expend in decision making varies considerably from situation to situation. Consumer decisions can thus be classified into one of three broad categories: routine response behavior, limited decision making, and extensive decision making.

— William Pride and O. C. Ferrell

topic ______________________________

main idea ______________________________

____

3. Aristotle was a Greek philosopher, scientist, and educator. He was a student of the great philosopher Plato and the teacher of Alexander the Great, the man who was to conquer all the western world. Later in his life, Aristotle moved to Athens, where he taught for many years until he was exiled for his association with Alexander. Aristotle possessed a wide range of interests, and his writings covered such diverse topics as logic, ethics, politics, literary criticism, metaphysics, and natural science and philosophy. He constantly searched for unifying theories that explained diverse natural phenomena in terms of a few simple concepts. Unfortunately, many of his observations and experiments were incomplete, and some of his theories were erroneous. Even though many of his theories were later discarded, many of his observations, especially those in the biological sciences, were accurate, and his curiosity opened people's minds.

Who

— Jonathan Turk and Amos Turk

topic ______________________________

main idea ______________________________

____

4. The Constitution gives Presidents considerable leeway in taking and using the powers of the office. Some Presidents interpret the Constitution very strictly, and are unlikely to take any powers that previous Presidents have not used. They take history as their roadmap for future actions. Such Presidents use power sparingly and are willing to let Congress take policy initiatives. Historical examples include James Madison, James Buchanan, William Howard Taft, and Dwight Eisenhower (in his first term). At the other end of the spectrum are Presidents who interpret their powers broadly. Presidents with this philosophy break with tradition and chart their own courses by taking bold, decisive actions. Most flourish during times of crisis — war or eco-

nomic hardship. Examples include George Washington, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, and Franklin Roosevelt.

— *Richard J. Hardy*

topic ______________________________

main idea ______________________________

____

5. Each species is found in a particular region of the earth. This region is called the species' **range.** The characteristics of a species are often different in different parts of its range. Differences in environmental conditions have exerted different selective pressures, leading to different [illegible] adaptive characteristics. The leopard frog, *Rana pipiens,* for example, has a wide range that extends over most of North America. Across this range, the frogs differ in body size, patterns of coloration, and the temperatures at which their embryos will develop. The species actually consists of separate populations with different gene pools. However, adjacent populations can mate and produce normal offspring. These separate populations are therefore called subspecies, or varieties, of the same species.

difference even among members of the same species

— *William D. Schraer and Herbert J. Stoltze*

topic ______________________________

main idea ______________________________

____

Stated Main Ideas

Often one sentence in the paragraph tells the reader exactly what the rest of the paragraph deals with and therefore gives the main idea. This *main idea sentence* (often called a *topic sentence* or *topic statement*) may appear in one of several places.

Main Idea in the Beginning

Main idea at beginning

■ *As the sun went down, the scene from the bridge was beautiful.* It had been a perfect day. Up and down on either side of New York the bright blue water lay gently rippling, while to the south it merged into

> the great bay and disappeared toward the sea. The vast cities spread away on both sides. Beyond rolled the hilly country until it was lost in the mists of the sky. All up and down the harbor the shipping, piers, and buildings were still gaily decorated. On the housetops of both Brooklyn and New York were multitudes of people.
>
> *David McCullough*

The main idea of this passage is *the scene from the bridge was beautiful.* All the sentences in the paragraph illustrate that idea by providing many details.

Main Idea in the Middle

> There are 74.5 million television sets in the United States, at least one set for 98 percent of all American homes. Forty-eight percent of all U.S. homes have more than one set, and some families even have a set for every person in the house. *Yet, despite the fact that the number of sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976.* Explanations vary from the increasingly poor quality of network shows to the rising popularity of home video equipment, but the fact remains that we are owning more sets but enjoying them less.

— **Main idea in middle**

The main idea of this paragraph is *despite the fact that the number of television sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976.*

Main Idea at the End

> Although the buildings are tall, none of them blots out the sky. People rush about as in New York, but someone always stops to answer a question about directions. A person will listen when he or she is asked a question. Often a sudden smile will flash from the crowds of strangers pushing down State Street. It is a smile of welcome and of happiness at the same time. And the traffic: it is tough, noisy, active; but a person never feels as if he takes his life in his hands when he crosses the street. Of course, there is always the presence of the lake, the vast, shimmering lake that shines like an ocean of

> silver. Something about that lake each time it spreads out around a turn on Lakeshore Drive says, "Hello. It's good to see you again." *Chicago is a fine, friendly city.*

— **Main idea at the end**

The main idea in the paragraph is *Chicago is a fine, friendly city.* All the sentences in the paragraph support that idea with details. By stating the main idea at the end, the author summarizes the point of the paragraph.

Main Idea in More Than One Sentence

— **Main idea in two sentences**

> *Dogs make warm, friendly pets. But they can also be very troublesome.* No one will deny the feeling of friendship when, after a long day's work, a wet pink tongue of greeting licks a master's hand at the door. And watching television or reading a book, a man or woman can reach down over the side of the couch and feel a warm furry patch of life, hear the quiet contented breathing of a good friend. However, try to plan a trip without your faithful pet and your life is very difficult. Where will you leave him? Who will feed him? Further, leaving a cozy house in the midst of winter and facing a howling frozen wind so the dog may take his walk is no pleasure at all. I often wonder why people put up with such demands upon their time and energy.

The main idea in this paragraph appears in two sentences. Although the first sentence of the selection says that dogs are warm, friendly pets, only part of the paragraph gives details to support the idea. Other details in the paragraph show that dogs are troublesome. An accurate statement of the main idea would have to include the information in both of the first two sentences: *Dogs make friendly pets, but they can also be troublesome.*

EXERCISES

Stated Main Ideas

For each of the following paragraphs, underline the sentence that tells the main idea. Then, on separate paper, write the main idea in your own words.

1. All of this suburban development occurred under the dominion of Euclidian zoning — zoning that requires the

rigid segregation of housing, commerce, and industry. That approach to zoning is a residue of the Industrial Revolution, which made it seem desirable to move people's homes away from the dark satanic mills. Such distancing is no longer necessary, of course, since most contemporary office parks and electronics plants make extraordinarily benign neighbors. Nevertheless, every generation of planners attempts to relive that last great victory of the planning profession by separating more and more elements, more and more functions: Even doctors' offices today are kept strictly isolated from the people who use them.

— *Andres Duany*

2. Ropemaking required room, lots of it, because rope was made in a straight line, and a rope made in one continuous length was much stronger than a rope pieced together from many smaller lengths. To avoid space constraints, ropemaking was at first done outdoors. When the need to produce rope on a regular schedule came up against the vagaries of the weather, the earliest enclosed work spaces were constructed. Built to be longer than the longest rope that would be made, they often stretched for more than a thousand feet. These buildings were called ropewalks, because workers had to slowly pace the length of the building backward during the early phase of the ropemaking operation.

— *Barbara A. Merry and Ben Martinez*

3. A strand of spider's silk is capable of holding five times more weight than a similar strand of steel, making it one of the strongest substances in the world. The silk is also extremely elastic: a strand only four-millionths of an inch in diameter can stretch to twice its original length before breaking. So if it were practical to harvest webs or to milk spiders, the diaphanous material would be ideal for industrial use.

— *Discovery*

4. Television's contribution to family life has been an equivocal one. For while it has, indeed, kept the members of the family from dispersing, it has not served to bring them *together.* By its domination of the time families spend together, it destroys the special quality that distinguishes one family from another, a quality that depends to a great extent on what a family *does,* what special ritu-

als, games, recurrent jokes, familiar songs, and shared activities it accumulates.

— *Marie Winn*

5. It is inaccurate to say "I forgot" about something when you never did have it in your memory. You wouldn't expect to pull a $100 bill out of your wallet if you had not put one there in the first place. Similarly, you should not expect to remember a name that was so mumbled during an introduction that you never heard it clearly. Nevertheless, you might later say, "I was introduced to him ten minutes ago, but I have forgotten his name already," when the truth is that you never had the name in your memory. The same is true of things you have briefly read in your textbook and briefly heard in a classroom lecture, without really grasping them, understanding them, and then making an effort to commit them to memory. If you can't repeat them, it's not because you've forgotten them but because you never really knew them.

— *Walter A. Pauk*

6. People, as we know, have strong preferences for right or left, for clockwise versus counterclockwise movement. Is this true in the rest of the natural world? The answer is *yes:* animals and plants, even minerals, show clear preferences for the left or for the right in terms of growth and motion. "Hand" preference in nature — since rocks, plants and animals do not possess hands — expresses itself most basically in terms of the helix, a spiral curve through a cylindrical or conical shape. The helix may turn to the right, in a clockwise direction, or to the left, counterclockwise. The news is that Mother Nature isn't biased.

— *James Bliss and Joseph Morella*

7. The most notable characteristic of pet superstore shoppers is their child-free status. Fifty-nine percent of cat owners and 55 percent of dog owners who take advantage of superstores come from households with no children under age 18 living at home, a share roughly equal to the national average. This is significant because pets and kids usually go together. Married couples with children under age 18 are more likely than any other household type to have pets, according to Mediamark Research, Inc., of New York City. It seems likely that pet superstores are serving owners who lavish attention on pets instead of children.

— *Marcia Mogelonsky*

8. For the most part we think of portable radios as a post–World War II phenomenon. From the cheap plastic models of the 1950s to today's elaborate Walkmans, they have been among the most visible examples of the electronics revolution. But portable radios did not start with the invention of the transistor; their history stretches back more than two decades earlier. The 1920s gave birth to the boom box, but the boom box boom quickly went bust.

— *Michael Brian Schiffer*

9. Not surprisingly, American archeologists focussed on the Anasazi and their great works, and they became the most intensely studied prehistoric culture in North America. A standard picture emerged, based on wide-ranging excavations of sites and on detailed ethnographic research among the Hopi, Zuni, and other Pueblo Indian tribes, who are the Anasazi's descendants. The Anasazi were — so the findings suggested — peaceful farmers, and they attained astonishing results in engineering, architecture, and art. The center of this cultural flowering, from the tenth century to the twelfth, seems to have been Chaco Canyon, New Mexico, a windswept gulch in the apparently endless sagebrush desert of the San Juan Basin. Chaco is marked by immense stone structures, some up to four stories high, called Great Houses. The largest, Pueblo Bonito, contains some six hundred and fifty rooms, and its construction required more than thirty thousand tons of shaped sandstone blocks. The Chaco Anasazi also built hundreds of miles of roads that stretched out from Chaco Canyon across the landscape in arrow-straight lines — an engineering marvel achieved without compass, wheel, or beast of burden. They erected shrines, solar and astronomical observatories, irrigation systems, and a network of signalling stations. They constructed more than a hundred Great Houses outside Chaco Canyon, spreading them over fifty thousand square miles of the Four Corners region of the Southwest. Many of these outlying Great Houses seem to have been connected to Chaco by the radiating pattern of roads. Archeologists today call this cultural explosion "the Chaco phenomenon." But the phenomenon ended abruptly around 1150 A.D., when a vast collapse apparently occurred, and Chaco, along with some of the outlying sites, was largely abandoned.

— *Douglas Preston*

10. Once beyond the age of two, Roadville boys and girls do not play together, but are sex segregated if there are playmates of the appropriate sex and age available. Friendships tend to develop between young mothers who have girls or boys of the right age to play together. Roadville divides its behaviors sharply into male and female, and this division begins for toddlers. Beyond rattles, stuffed animals, early ABC books, and books on basic objects, toys and games are sharply differentiated for boys and girls. Preschool girls are given Raggedy Ann dolls; boys are given Raggedy Andy. Girls are given metal tea sets; boys, plastic soldiers. Girls are given dollhouses and doll furniture; boys are given toy trucks, tractors, campers, and jeeps. Girls are given books about little girls, babies, and baby animals living in a human family-like setting; boys are given books about trucks, ballgames, and boys and their animals.

— Shirley Brice Heath

Implied Main Ideas

Sometimes paragraphs do not state exactly what the topic is. Instead, you must decide on the main idea yourself. To do that, you must add up all the details the writer gives and then state the main idea in your own words.

When the writer has not stated a main idea exactly, but instead *suggests* the idea to you through information in the paragraph, the idea is *implied*. An *implied main idea* is one that is suggested. Here is an example:

This Alaska river we're crossing pours out of a nearby glacier and braids its way down a gravel floodplain nearly a mile wide. The water is rock stew, so thick and gray you can't tell whether your next step is going to be a few inches deep or a few feet. Bet on a few feet. The flow is very high just now, swollen from several days of unusually hot June weather, and very strong. When you lift your leg, the current tries to toss it downstream; when you don't, the current eats away the gravel you're standing on and you sink by degrees. Larger rocks roll against your legs in the meantime, threatening to bowl you down. Their tumbling makes the whole river growl.

Douglas H. Chadwick

One way to state the main idea of the paragraph is *The river we're crossing is filled with dangers.* No one sentence makes this point. Furthermore, the writer never tells us exactly that the river is dangerous. Instead we add up the details in order to state the main idea in our own words. The water is filled with gravel, making it a "rock stew" (see **10**). The water is so thick and gray you can't tell how deep it is. The river flow is rapid and strong. If you lift your leg, the current pulls it downstream. Otherwise you sink bit by bit into the gravel. Big rocks try to knock you down and make a grumbling noise. Putting all this information together, we conclude that the writer is trying to show us the many dangers in this river crossing.

How to State the Main Idea in Your Own Words

- Try to figure out what *all* the details in the paragraph are trying to show, not just a few of them.
- Make a complete sentence that (1) names a person or an object and (2) tells what the person or object is doing.
- Do not look at just a few sentences in the paragraph in order to find out the main idea. Even though the first few sentences of this paragraph explain the origin and course of an Alaskan river, it would not be correct to say that the sentence *This Alaska river pours out of a nearby glacier* is the main idea of the paragraph. The sentence is true; we know that from the paragraph. But the sentence is not the *main* idea; it is only one narrow idea that helps us build the main idea sentence: *The river we're crossing is filled with dangers.*
- Do not offer a statement that is *too general* as the main idea. For example, it would be incorrect to say that the main idea of the paragraph is *Alaskan rivers are the most dangerous in the United States.* The writer of the paragraph might agree with this statement. But no details in the paragraph suggest that the writer is talking about the Alaska rivers in general. The writer is talking about one river and showing its danger. The main idea as noted is *The river we're crossing is filled with dangers.*

EXERCISES

Implied Main Ideas

In each of the following paragraphs the main idea is implied. In your own words write the implied main idea in the blanks.

1. One Saturday one of the items on my list of things to do was "wash the dog." But we were out of dog shampoo, and I didn't want to waste people shampoo. So I put the job off a week. The next Saturday after that it rained, and the Saturday after that company dropped by. This Saturday I have plans to go to a movie matinee with the kids, but one of these weekends, I will wash the dog.

It's easy to find excuses to get out of something you don't want to do like washing the dog.

2. My little brother has seen all the *Star Trek* and *Star Wars* movies. He regularly watches all the science fiction series on television. He even made me buy him model spaceships for his birthday.

my little brother loves the idea of outer space

3. After the teacher handed out three pages of instructions for the assignment, he left no time for us to ask questions, and he wasn't available in his office. When I asked my classmates if they understood what we had to do, they all gave different explanations. Even my friend who had taken the course the previous semester couldn't help me.

I was very confused about my home work assignment

4. When the town council cut back on collecting recyclables, a group of residents got together and set up a collection center in the church basement. Every Sunday before and after church, people would drop off newspapers and glass. Every Monday a volunteer drove the collected items to the area recycling center. We donated the profits to the local gardening club.

Volunteering citizens made an unfunded yet worthwhile project ~~works~~ work.

5. Earrings may be the first act in our modern history of body piercing, and perhaps we can accept them easily because we are so familiar with them. Yet we are in a new age. "If it sticks out, pierce it" is the motto reported by *U.S. News and World Report.* Apparently no body part is exempt from self-torturing body decorations — eyebrows, noses, lips, tongues, navels, chins, and genitals. A recent issue of *Spin* magazine shows a woman making bloody pierce marks in another woman's back. Absurd? You bet!

Body piercing has reached new heights of Absurdity

Implied Main Ideas

Read the following brief passages. Add up all the details in your mind in order to figure out the implied main idea. Write a sentence that tells the main idea of the paragraph.

1. Third Avenue. As far as the eye could see, the cobblestone street was saddled by a great, black, spider-like iron monster called the "Third Ave. El." It cast a checkerboard shadow, alternating with shafts of sunlight like a huge web draped across the wide boulevard waiting for unsuspecting victims. I remember sitting on the curb, staring across to the east side of the street, the ominous, foreboding presence of the "El" weighing on my 8-year-old mind and giving more substance to the taboo that Third Avenue was for the Puerto Rican kid in East Harlem.

— *Humberto Cintrón*

The "21" made Third Avenue seem omnious

2. Understanding stepfamilies is important to businesses simply because so many Americans are involved in them. But stepfamilies also have unique needs for products and services. Children who travel between families need duplicate supplies, from toothbrushes to clothes and teddy bears. Some stepfamilies plan their summer vacations around custody considerations, and even small children with divorced parents sometimes travel great distances alone. And the physical needs are only part of the story. Psychological strains on stepfamilies influence their financial position,

their need for family counseling, their requirements for health insurance, and their legal rights.

— Jan Larson

Stepfamilies have special physical and psychological needs

3. One of the most startling sights on a first trip to Africa is a common one: women carrying things on their heads. Try to carry a suitcase on your head, and you'll probably bite your tongue in concentration and wave your arms madly for balance. But African women walk for miles with heavy jugs of water or pots of food as if they weren't carrying anything. Energetically speaking, they aren't: researchers have found that the women can carry enormous loads without using *any* extra energy. They aren't defying any laws of physics, though; they're being good pendulums.

— Carl Zimmer

Scientists have discovered ~~that~~ how African women can carry heavy loads on their heads without any effort.

4. Pollyanna was right, new research shows. Optimism — at least reasonable optimism — can pay dividends as wide-ranging as health, longevity, job success and higher scores on achievement tests. Pessimism not only has the opposite effect but also seems to be at play in such psychological disorders as extreme shyness and depression.

— Daniel Goleman

One's outlook on life can influence one's health + happiness.

5. Psychologists are tracking the importance of how people explain their failures to themselves. People tend to have a habitual explanatory style, a typical way of explaining the events that befall them, according to work by Martin Seligman, a psychologist at the University of Pennsylvania. Pessimists, Dr. Seligman has found, tend to construe bad events such as flunking an exam or giving a party that flops as resulting from a personal deficit that will plague them forever in everything they do. Others see the same setbacks more optimistically, as being due to mistakes that

can be remedied. They feel they can make the necessary changes.

— *Daniel Goleman*

People have different ways of explaining their failures.

Implied Main Ideas

In each of the following selections, the main idea is implied. Read the selection and the statements that follow. Then put a check mark next to the statement that you think best gives the main idea most clearly. Be prepared to explain why the other choices are not correct.

1. If we deduct from nationalism all that it has borrowed or stolen from regionalism, what remains is mostly rubbish. The nation, as distinct from the region, is largely the creation of power-men and political manipulators. Almost all nationalist movements are led by ambitious frustrated men determined to hold office. I am not blaming them. I would do the same if I were in their place and wanted power so badly. But nearly always they make use of the rich warm regional feeling, the emotional dynamo of the movement, while being almost untouched by it themselves. This is because they are not as a rule deeply loyal to any region themselves. Ambition and a love of power can eat like acid into the tissues of regional loyalty. It is hard, if not impossible, to retain a natural piety and yet be for ever playing both ends against the middle.

— *J. B. Priestley*

______ a. There is no such thing as nationalism.

______ b. Nationalism is an invention of power-hungry politicians.

______ c. No one can relate to an entire nation because nations are too big and diverse to be encompassed by any individual's feelings.

___✓___ d. Nationalism is really a feeling for one's region, but ambitious people manipulate this feeling to gain power.

2. The idea *happiness*, to be sure, will not sit still for easy definition: the best one can do is try to set some extremes to the idea and then work in toward the middle. To think of

happiness as acquisitive and competitive will do to set the materialistic extreme. To think of it as the idea one senses in, say, a holy man of India will do to set the spiritual extreme. That holy man's idea of happiness is in needing nothing from outside himself. In wanting nothing, he lacks nothing. He sits immobile, rapt in contemplation, free even of his own body. Or nearly free of it. If devout admirers bring him food he eats it; if not, he starves indifferently. Why be concerned? What is physical is an illusion to him. Contemplation is his joy and he achieves it through a fantastically demanding discipline, the accomplishment of which is itself a joy within him.

— John Ciardi

______ a. Happiness as an idea exists in avoiding extremes.

______ b. We can define happiness by seeing what makes us happy.

___✓___ c. The definition of happiness exists between two extremes.

______ d. Only people who are extreme are happy.

3. What the great thing — really great thing — really and truly great thing is about processing words like this, which I am now doing, is that at the end, when you are finally finished, with the piece terminated and concluded, not to say ended, done and thoroughly completed to your own personal, idiosyncratic, individual, one-of-a-kind, distinctive taste which is unique to you as a human person, male or female, adult or child, regardless of race, creed or color — at the end which I am now approaching on account of exhausting available paper space the processing has been so easy that I am not feeling the least, slightest, smallest or even somewhat minuscule sensation of tired fatigue exhaustion, as was always felt in the old days of writing when the mechanical machines, not to mention goose-quill pens, were so cumbersomely difficult and hard to work that people were constantly forever easing off on them, thus being trapped into the time-wasting thinking process, which just about does it this week, spacewise, folks.

— Russell Baker

___✓___ a. Computers make writers worse by making writing easy.

______ b. Computers have replaced the typewriter as the standard form of writing.

_______ c. Serious writers should work only with pen and paper.

_______ d. The harder it is to write, the better the writing is.

Main Ideas in Paragraphs: A Review

In the following paragraphs, the main idea is either stated or implied. Try to determine the main idea of each selection. Write the main idea in your own words in the space provided.

1. Almost 240 years earlier, another Ben sent his kite up into a thunderstorm in a flashy experiment that still burns bright in the memory of schoolchildren. While not the first to use kites in the service of meteorology, Benjamin Franklin captured widespread public attention with his shocking exploits. After the invention of the box design in 1893, the U.S. Weather Bureau adopted kites as a meteorological tool, flying them from a network of stations for the next 30 years. But with improvements in scientific balloons and the growing importance of airplanes, the popularity of research kites plummeted in the years following World War I. In 1933, the Weather Bureau finally closed its last station dedicated to this task. In recent decades, kites have served in a mere handful of atmospheric experiments.

— Richard Monastersky

For almost 200 years kites were used
to gather information about the atmosphere.

2. We humans cannot help seeing ourselves in other creatures. We and they share too many qualities to ignore, beginning with the miracle of our existence. For the same reason, we can't help but feel a powerful sense of loss when a life-form vanishes, never to return. Suddenly our planet seems a bit more lonely and our underpinnings a little less solid. In the United States at least 500 species and subspecies of plants and animals have become extinct since the 1500s. Natural causes appear to have claimed just one of the animals, a marine snail that used to live off New England's shores. We barely got to know the others. Ever hear of the sea mink? Emerald trout? Heath hen? But by the 1950s almost everybody knew about the passenger pigeon, the last one of millions dying alone in a cage a few decades earlier. Everyone knew that oblivion had nearly claimed the bison, whooping

crane, and southern trumpeter swan too. Those animals had been snatched back from the brink at the final minute. It could be done if somebody cared enough. During the 1960s and early '70s, an era of newfound environmental awareness, the nation as a whole was ready to try.

— Douglas H. Chadwick

In the 1960s and 1970s people
finally decided to help save endangered
species

3. For the last fifteen or twenty years the fashion in criticism or appreciation of the arts has been to deny the existence of any valid criteria and to make the words "good" or "bad" irrelevant, immaterial, and inapplicable. There is no such thing, we are told, as a set of standards, first acquired through experience and knowledge and later imposed on the subject under discussion. This has been a popular approach, for it relieves the critic of the responsibility of judgment and the public of the necessity of knowledge. It pleases those resentful of disciplines, it flatters the empty-minded by calling them open-minded, it comforts the confused. Under the banner of democracy and the kind of equality which our forefathers did *not* mean, it says, in effect, "Who are you to tell us what *is* good or bad?" This is the same cry used so long and so effectively by the producers of mass media who insist that it is the public, not they, who decides what it wants to hear and see, and that for a critic to say that *this* program is bad and *this* program is good is purely a reflection of personal taste. Nobody recently has expressed this philosophy more succinctly than Dr. Frank Stanton, the highly intelligent president of CBS television. At a hearing before the Federal Communications Commission, this phrase escaped him under questioning: "One man's mediocrity is another man's good program."

— Mayra Mannes

Critics who deny that there are
standards in art are simply evading their responsibility

4. The demand to "make something of yourself" through work is one that Americans coming of age hear as often from themselves as from others. It encompasses several different notions of work and of how it bears on who we are. In the sense of a "job," work is a way of making money and making a living. It

supports a self defined by economic success, security, and all that money can buy. In the sense of a "career," work traces one's progress through life by achievement and advancement in an occupation. It yields a self defined by a broader sort of success, which takes in social standing and prestige, and by a sense of expanding power and competency that renders work itself a source of self-esteem. In the strongest sense of a "calling," work constitutes a practical ideal of activity and character that makes a person's work morally inseparable from his or her life. It subsumes the self into a community of disciplined practice and sound judgment whose activity has meaning and value in itself, not just in the output or profit that results from it. But the calling not only links a person to his or her fellow workers. A calling links a person to the larger community, a whole in which the calling of each is a contribution to the good of all. . . . The calling is a crucial link between the individual and the public world. Work in the sense of the calling can never be merely private.

— *Robert Bellah*

a person's work has meaning or value in his or her life; it is not simply a means of production or profit.

5. As with so many problems that overwhelm our sensibilities, the facts about child abuse have become mind-numbing: over 50,000 killed since 1965; at least 2.5 million children victimized each year; thousands afflicted with neurological and physical handicaps and life-long emotional scars. The U.S. Advisory Board on Child Abuse and Neglect was not overstating the case in a recent report when it called the situation "a national emergency" and concluded that "the system the nation has devised to respond . . . is failing."

— *Jetta Bernier*

Child abuse has reached mind-numbing proportions.

Critical Thinking in Writing

Write a letter to the editor of your local newspaper outlining the steps you believe we should take to reduce child abuse in this country.

SELF-TEST

Reading for the Main Idea

In the space provided, write the correct answer. Count 10 points for each correct answer.

A. Key Ideas in Sentences

In each of the following sentences, underline the words that give the key idea.

1. Because of their busy lifestyles, Americans have less time to prepare and eat food at home.
2. Inventions like the microwave oven dramatically reduce the amount of time necessary for cooking.
3. Not only are they busier than ever before, but Americans frequently change houses, on an average of once every five years.
4. Fast-food chains, which exist all over the country, provide a familiar place for Americans to eat, no matter where they go.
5. Americans can even find fast-food chains in cities like Paris, Moscow, and Beijing.

B. Main Ideas in Paragraphs

After you read each selection, try to determine the main idea. Then write the letter of the best main idea statement in the space provided. Remember: Some main ideas are stated; others are only implied.

d 1. *Marketing*

Eastman Kodak Co., one of the world's leading photographic companies, makes innovation a part of its everyday company strategy. Recently, Kodak introduced a line of single-use, or disposable, cameras. These cameras are very simple to operate: all one needs to do is aim and push a button. There are no adjustments for light level, exposure time, or focusing. After shooting all the exposures, the customer turns in the entire camera to the film processor. Depending on the model, these cameras retail from $8.35 for the Fling, to around $14 for the more specialized models. One model is a modified wide-angle camera; another can take pictures up to twelve feet underwater. They all use 35mm color film. Very inexpensive to produce, these cameras are basically just a roll of film in an encasement of plastic that has an elementary lens on the front and a minimum of internal parts. Kodak executives hope that the disposable cameras (Kodak prefers the name "single-use" cameras) become highly profitable.

— *William Pride and O. C. Ferrell*

a. Eastman Kodak is an innovative company.
b. Single-use cameras come in a variety of types, but they are all simple to use.
c. Disposable cameras are inexpensive to produce and will prove profitable.
d. The single-use camera is an example of Kodak's innovative strategy.

b 2. *History*

The dethronement of Louis XVI, the establishment of a republic in September 1792, and the king's execution in January 1793 were all signs of growing radicalism. As the new Republic tottered under the twin blows of internal insurrection and foreign invasion, the revolutionary leadership grew more extreme. In June 1793 the Jacobins took power. Tightly organized, disciplined, and fiercely devoted to the Republic, the Jacobins mobilized the nation's material and human resources to defend it against the invading foreign armies. To deal with counterrevolutionaries, the Jacobins unleashed the Reign of Terror, which took the lives of some 20,000 to 40,000 people, many of them innocent of any crime against the state. Although the Jacobins succeeded in saving the Revolution, their extreme measures aroused opposition. In the last part of 1794, power again passed into the hands of the moderate bourgeoisie who wanted no part of Jacobin radicalism.

— *Marvin Perry*

a. The king's execution created a condition of radicalism in France in 1792.
b. The events and forces that gave the radical Jacobins power also caused them to destroy themselves.
c. The moderate bourgeoisie assumed power in 1794 because the nation of France had had enough of Jacobin radicalism.
d. The Jacobins succeeded because they were tightly organized, disciplined, and fiercely devoted to the Republic, even though their methods led to the deaths of thousands.

a 3. *Psychology*

A second stubborn controversy concerns the existence of sex differences in the brain. Efforts to distinguish male from female brains have a long and not always glorious history in psychology. During the nineteenth century, "findings" on male-female brain differences often flip-flopped in a most suspicious manner (Shields, 1975). At first, scientists doing dissection studies reported that women's frontal lobes were smaller than men's, and that their parietal lobes were larger. This presumably explained women's intellectual shortcomings. Then, around the turn of the century, people began (mistakenly) to attribute intellect to the parietal lobes rather than the frontal lobes. Suddenly there were reports that women had *smaller* parietal lobes and larger frontal lobes. You probably won't be surprised to learn that these researchers often knew the sex of the brains they were dissecting.

— *Carole Wade and Carol Tavris*

a. Differences between men and women in brain anatomy that were used to explain differences in intelligence often had no basis in objective science.
b. The differences that explain the superiority of male brains over female brains have changed as medical science has improved; this change reflects a greater understanding of how brains work.
c. There are no fundamental differences between the structures in male and female brains.
d. Even though female brains may be structurally different from male brains, individual women can be just as smart as individual men, and no scientific conclusions contradict this statement.

b 4. *Ecology*

Certain terms are used in ecology to provide a consistent description of conditions and events. A *population* refers to all of the members of a given species that live in a particular location. For example, a beech-maple forest will contain a population of maple trees, a population of beech trees, a population of deer, and populations of other species of plants and animals. All of the plant and animal populations living and interacting in a given environment are known as a *community.* The living community and the nonliving environment work together in a cooperative ecological system known as an *ecosystem.* An ecosystem has no size requirement or set boundaries. A forest, a pond and a field are examples of ecosystems. So is an unused city lot, a small aquarium, the lawn in front of a residential dwelling, or a crack in a sidewalk. All of these examples reflect areas where interaction is taking place between living organisms and the nonliving environment.

— *Gabrielle I. Edwards*

a. An ecosystem is an area several miles across.
b. Ecologists use terms like *ecosystem, population,* and *community* to describe conditions and events in a consistent way.
c. Nonliving things are not important to ecologists' work.
d. In ecology it is very important always to count the number of animals, plants, and nonliving elements found in a location.

b 5. *Economics*

The purpose of markets is to facilitate the exchange of goods and services between buyers and sellers. In some cases money changes hands; in others only goods and services are exchanged. The exchange of goods and services directly, without money, is called **barter.** Barter occurs when a plumber fixes a leaky pipe for a lawyer in exchange for the lawyer's work on a will; when a Chinese citizen provides fresh vegetables to an American visitor in exchange for a pack of American cigarettes; and when children trade baseball cards. Most markets involve money because goods and services can be exchanged more easily with money than without it. When IBM purchases microchips from Yakamoto of Japan, IBM and Yakamoto do not engage in barter. One firm may not have what the other wants. Barter requires a **double coincidence of wants:** IBM must have what Yakamoto wants, and Yakamoto must have what IBM wants. The **transaction costs** (the costs involved in making an exchange) of finding a double coincidence of wants for barter transactions are typically very high. Money reduces these transaction costs. To obtain the microchips, all IBM has to do is provide dollars to Yakamoto. Yakamoto accepts the money because it can spend the money to obtain the goods that it wants.

— *William Boyes and Michael Melvin*

a. Barter is exchange without the use of money.
b. Markets allow the exchange of goods and services through either money or barter.
c. Money is more convenient than barter.
d. Double coincidence of wants rarely occurs in international trade.

Score: ______ correct × 10 points each = ______

Reading for Information

The first step in reading for specific information is to look for the main idea. In a one-paragraph selection, you add up all the sentences to find the main idea. In a longer work, you add up the main ideas of the various paragraphs in order to figure out the main idea of the whole selection.

But the main idea does not give you all the information you need. Facts and details develop the main ideas of the paragraphs. These facts and details may paint a more complete picture, give examples to help you understand the ideas better, prove a point, or show how the idea relates to other ideas. To make the best use of these facts and details, you have to be able to

- find important facts and remember them.
- separate major facts and details from minor facts and details.

Fact-Finding

To find and remember important facts, you must be an active, aware reader. Study the list of tips below to help you locate facts.

How to Locate Facts

- Have a definite purpose for reading. Are you reading a page of your biology book to find out how the eye works? Are you reading a chapter of a political science text to learn the meaning of *democracy*? Are you reading the newspaper out of general interest or for a specific research project?

- Learn to read for the main idea. If you recognize the main idea easily, the facts to support that idea will stand out.
- Know that all facts and details are not equal in importance. Look only for the facts that relate to the main idea.
- Look for information in groups or units. Facts often appear together in bunches.
- Look for the way the paragraph is put together. How is the information arranged? Has the writer organized the material in terms of a pattern that is easy to see?
- Learn to keep a writer's *opinions* apart from the *facts* offered in the writing.
- Question yourself as you read. Stop to think and to let facts sink in before you rush on to other information. Ask yourself, "What does that mean?" or "What does that information tell me?" or "Why is this information here?"
- Use the five *W*s when you read in order to ask yourself specific questions about the facts. Ask yourself:

  1. "Who?" Then look for the name of someone or something.
  2. "When?" Then look for a date (a day, a month, a year) or a time of day or year.
  3. "Where?" Then look for words that show a location or name a place.
  4. "What?" or "What happened?" Then look for some action.
  5. "Why?" Then look for an explanation of some act or event.
- Think about the kinds of questions someone might ask you about the information you have read. Go back after you have finished to reread quickly and review any facts you have learned. Try to summarize the important facts in your mind.

Look at the following selection about an unusual court case in the Philippines to find the main idea, to see how the writer organizes information, and to answer the five *W*s. The comments in the margin illustrate fact-finding.

20th-Century Lawsuit Asserts Stone-Age Identity

1 Members of a primitive tribe claiming a jungle cave for its home took a giant step into the 20th century this week by filing a lawsuit against two anthropologists who say they are a hoax.

— Who?
— When?
— What happened?
— More information on the people in the story

2 "We are the forest," the tribeswoman Dul said gravely before affixing her thumbprint to the complaint. "We are the Tasaday."

3 "We are as real as the forest and the flowers and the trees and the stream," she said through an interpreter. "We are as strong as the stone of the cave of Tasaday."

4 The suit was filed Monday by four members of the group known as the Tasaday, who were first described in 1971 as a Stone Age tribe of forest gatherers who dressed in orchid leaves and bark and had no word for war, enemy or ocean.

— Where are they from?

Visits by Journalists

5 Since 1986 they have been in the news again after visits by several journalists who found them to possess bits of clothing, knives and trinkets and proclaimed them to be a fraud perpetrated by Ferdinand E. Marcos when he was President.

— More information on the conflict that led to the court case

6 The group's complaint names the two anthropologists who are among their most insistent debunkers, Jerome Bailen and Zeus Salazar of the University of the Philippines, and asks that the Tasaday be left in peace in the forest preserve set aside by Mr. Marcos on Mindanao Island.

— Who are the opponents in the conflict?

7 The four tribespeople were joined in their complaint by their protector, Manuel Elizalde Jr., the man accused of concocting the fraud in his role as Mr. Marcos's Minister for Tribal Minorities.

— Who?
— What is the conflict about?

8 Mr. Bailen has called the Tasaday "the most elaborate hoax perpetrated on the anthropological world" since the Piltdown man, human skeletal remains discovered in England in 1908, falsely attributed to the Lower Pleistocene epoch and then proved a hoax in 1950.

— What does one side believe?

Persuaded to Wear Leaves

9 He and Mr. Salazar say Mr. Elizalde, for his own reasons, persuaded members of another more advanced tribal group to wear leaves, make stone implements and pose as cave-dwellers.

10 The legal complaint insists that the Tasaday are "a separate ethnic community" with their own language and forest home who until this generation had believed that they were the only people in the world.

What does the other side believe?

11 It cites a still-unreleased report by a committee of the Philippine Congress that reverses that body's position and declares the group to be genuine. According to the report, those who cry fraud have failed to prove their case.

Seth Mydans

Did you have a purpose in reading? Did you use the words *unusual court case in the Phillipines* in the instructions to help you read for special information? Did you ask yourself these questions as you read: What is the main idea? How is the information arranged? Which facts are most important? What questions might someone ask about this selection?

EXERCISES

Fact-Finding

Reread the selection on pages 100–101. Then answer the questions.

1. What is the main point of the selection? A primitive tribe is sueing two antropologists who say the tribe is a fake.

2. What are two questions someone might ask about the selection?

Who are these tribal people? What is their life like? How could the tribe be fake? Why do some anthropoligists think the tribe is a fake?. What does the tribe want.

The tribe wants to be left alone

3. Write down three of the most important facts. "Stone Age tribe."

The Tasaday were first described in 1971 & called a

Recently they have been found to have modern objects

some anthropologists claim that a government official

persuaded a more advanced tribe to fake being

cave-dwellers

_______ 4. At what paragraph does the writer start to give you less important facts about the incident?

Reading Facts with a Purpose

Read the following explanation about two sports used for self-defense to learn their differences and similarities. Then answer the questions that follow.

Judo and Karate

Judo and karate are sports for self-defense. They began in the eastern part of the world, but now many Americans enjoy them too. In fact, schools for teaching them have been opened all over the United States and Canada.

Players in both sports use only their hands, arms, legs, and feet. Aside from that, the two sports are quite different. In karate, players hit each other with the open hand and with the closed fist. They also use the foot for kicking. In judo, players are more 2 likely to throw one another. Then they try to pin each other down. In judo, then, players touch each other. They also move their arms and legs in large circles. Karate moves, on the other hand, are short and quick. Players stand away from each other. They only touch one another with quick punches and kicks. 2

compare & contrast

4 Can a karate player beat a judo player? It depends on the players. One sport is not better than the other. They are both very good forms of self-defense. Both aim toward control of the mind and body. A wise old man in Japan had a good answer to the question. He said, "We do not say the other martial arts are bad. The mountain does not laugh at the river because it is lowly, nor does the river speak ill of the mountain because it cannot move about."

—*Jeannette Bruce*

1. What is the main idea of the selection?

____

____

2. Which facts help you understand how to do karate?

____

____

3. Which facts help you understand how to do judo?

____

____

4. Suppose a friend asked you for advice about which sport was better. Which information would help you answer the question?

____

____

Major Details, Minor Details

It's obvious that not all facts in a paragraph have the same importance. In the selection on pages 100–101, for example, the names of two anthropologists and the report of the Philippine Congress are among the less important details. Because you do not need these details to understand the selection, the information they give is minor. Minor details help round out a paragraph and often hold our attention to make the material we are reading more interesting. Still, we can ignore minor details if our goal is a quick understanding of what we've read. Details that give major information about the main idea, however, are very important.

How to Find Major Details

- State the main idea in your own words.
- Look only for information that supports the main idea.
- Read quickly over the words or sentences that give information that is not important to the main idea.
- Look for signal words like *most important, first, finally, the facts are,* and so on.
- Underline the major details when you locate them.

Here is how one student separated the major details from the minor details in a passage she was reading to learn about *culture shock* for her course in sociology.

> Anthropologists use the term "culture shock" to describe the impact of a totally new culture upon a newcomer. In an extreme instance such shock will be experienced by the Western explorer who is told, halfway through dinner, that he is eating the nice old lady he had been chatting with the previous day — a shock with predictable physiological if not moral consequences. Most explorers no longer encounter cannibalism in their travels today. However, the first encounters with polygamy or with puberty rites or even with the way some nations drive their automobiles can be quite a shock to an American visitor. With the shock may go not only disapproval or disgust but a sense of excitement that things can *really* be that different from what they are at home. To some extent, at least, this is the excitement of any first travel abroad. The experience of sociological discovery could be described as "culture shock" minus geographical displacement. In other words, the sociologist travels at home — with shocking results. He is unlikely to find that he is eating a nice old lady for dinner. But the discovery, for instance, that his own church has considerable money invested in the missile industry or that a few blocks from his home there are people who engage in cultic orgies may not be drastically different in emotional impact. Yet we would not want to imply that sociological discoveries are always or even usually outrageous to moral sentiment. Not at all. What they have in common with exploration in distant lands, however, is the sudden illumination of new and unsuspected facets of human existence in society.

Main idea: sociologists, like anthropologists, get shocked by a culture, but the sociologist looks at his own culture instead of foreign ones

Peter Berger

Notice that by underlining, the student focuses only on details that help explain the main idea directly. Some of these details are the concept of culture shock, the reaction to shocking events, and the kinds of shocking things that a sociologist can find in the United States.

Notice, too, those details the student passes over as not so important. Some unimportant details are the nice old lady being served for dinner, the decrease in cannibalism today, and the experience of the first trip abroad. These minor details make the main idea more vivid, but the main idea can be understood without them.

EXERCISES

Separating Major Details from Minor Details

Read this paragraph about how a pyramid inspired Napoleon. Then answer the questions that follow.

> The grandeur of the Great Pyramid at Giza challenged the young Napoleon's imperial imagination. When the ambitious 29-year-old general led his ill-starred expedition to Egypt in 1798, he visited Giza where he was awed by what he saw. Some of his officers climbed all 450 feet to the top of the Great Pyramid, but Napoleon remained below, drawing and calculating. We still have his sketches of the Giza pyramids and his notes. Napoleon reportedly informed his generals, after their descent, that the three pyramids contained enough stone to build a wall 10 feet high and one foot wide around all of France. Recalling Alexander the Great before him, Napoleon asked to be left alone in the King's Chamber inside the Great Pyramid. On coming out he was said to be pale, as though he had witnessed a mysterious vision. Napoleon never told what he had seen, but he repeatedly hinted at an epiphany that revealed his destiny. Seventeen years later, while a prisoner on St. Helena, he was tempted to reveal this experience to Emmanuel Las Cases, to whom he was dictating his memoirs, but he stopped abruptly, saying, "What's the use? You'd never believe me."
>
> — *Daniel Boorstin*

c 1. What is the main idea of this selection?

a. Napoleon wanted to be left alone in the King's Chamber.
b. The great Egyptian pyramids challenge the imagination of imperial figures throughout the world.
[✓ c.] The Great Pyramid at Giza deeply affected and inspired Napoleon's conquests.
d. Stone from the three pyramids at Giza could build a wall one foot wide and ten feet high around all of France.

2. Write *maj* beside each important, or major, detail. Write *min* beside each less important, or minor, detail.

MAJ a. Napoleon visited Giza at an early point in his career.

MAJ b. Napoleon asked to be left alone in the King's Chamber.

______ c. The Great Pyramid at Giza is 450 feet tall.

MAJ d. Over the years Napoleon hinted that he had seen a vision of his destiny at the Giza pyramid.

______ e. Napoleon's officers climbed to the top.

______ f. Pyramid stone could build a large wall around France.

MAJ g. The pyramid awed Napoleon.

______ h. Napoleon dictated his memoirs to Las Cases.

______ i. Alexander the Great wanted to be left alone in the King's Chamber.

______ j. Napoleon made sketches of the Giza pyramids.

Finding Major Details in a Textbook

Read the following selection from a textbook in world civilizations. It describes the reasons for the spread of the bubonic plague. Then answer the questions.

The Black Death

1 In 1291 Genoese sailors had opened the Straits of Gibraltar to Italian shipping by defeating the Moroccans. Then, shortly after 1300, important advances were made in the design of Italian merchant ships. A square rig was added to the mainmast, and ships began to carry three masts instead of just one. Additional sails better utilized wind power to propel the ship. The improved design permitted year-round shipping for the first time, and Venetian and Genoese merchant ships could sail the dangerous Atlantic coast even in the winter months. With ships continually at sea, the rats that bore the disease spread rapidly beyond the Mediterranean to Atlantic and North Sea ports.

2 Around 1331 the bubonic plague broke out in China. In the course of the next fifteen years, merchants, traders, and soldiers carried the disease across the Asian caravan routes until

in 1346 it reached the Crimea in southern Russia. From there the plague had easy access to the Mediterranean lands and western Europe.

3 In October 1347, Genoese ships brought the plague to Messina, from which it spread throughout Sicily. Venice and Genoa were hit in January 1348, and from the port of Pisa the disease spread south to Rome and east to Florence and all Tuscany. By late spring, southern Germany was attacked. Frightened French authorities chased a galley bearing the disease from the port of Marseilles, but not before plague had infected the city, from which it spread to Languedoc and Spain. In June 1348, two ships entered the Bristol Channel and introduced it into England. All Europe felt the scourge of this horrible disease.

4 Although by the fourteenth century urban authorities from London to Paris to Rome had begun to try to achieve a primitive level of sanitation, urban conditions remained ideal for the spread of disease. Narrow streets filled with mud, refuse, and human excrement were as much cesspools as thoroughfares. Dead animals and sore-covered beggars greeted the traveler. Houses whose upper stories projected over the lower ones eliminated light and air. And extreme overcrowding was commonplace. When all members of an aristocratic family lived and slept in one room, it should not be surprising that six or eight persons in a middle-class or poor household slept in one bed — if they had one. Closeness, after all, provided warmth. Houses were beginning to be constructed of brick, but many remained of wood, clay, and mud. A determined rat had little trouble entering such a house.

5 Standards of personal hygiene remained frightfully low. Since water was considered dangerous, partly for good reasons, people rarely bathed. Skin infections, consequently, were common. Lack of personal cleanliness, combined with any number of temporary ailments such as diarrhea and the common cold, naturally weakened the body's resistance to serious disease. Fleas and body lice were universal afflictions: everyone from peasants to archbishops had them. One more bite did not cause much alarm. But if that nibble came from a bacillus-bearing flea, an entire household or area was doomed.

— *John McKay*

1. What is the main idea of this passage?

Living conditions in the Middle Ages were ideal for the spread ~~of~~ the bubonic plague.

2. What is the main idea of the second paragraph?

The bubonic plague was carried by merchants, traders & soldiers from one part of the world to the other.

3. What is the main idea of the fourth paragraph?

Urban condition remained ideal for the spread of disease.

4. What is the main idea of the fifth paragraph?

Standards of personal hygiene remained frightfully low.

5. What details support the idea that sanitation was a problem?

6. What minor details about housing support the main idea?

Critical Thinking in Writing

In the fourteenth century, people worried about the Black Death. What kinds of diseases concern us today? Do you think that modern diseases are as scary to us as the plague was to people in the past? Write a few paragraphs in response to these questions.

SELF-TEST

Reading for Information

In the space provided, write the correct answer. Count 5 points for each correct answer.

A. Fact Finding

Read the selection below for important facts about exercise benefits. Put a plus sign (+) beside any statement that is a fact; put a minus sign (−) beside any statement that is not a fact.

1 Not all activities have the same results. Some benefit the cardiorespiratory system, while others increase strength, muscular endurance, flexibility, agility, or motor skills. Activities may differ in both intensity and duration.

2 Vigorous and continuous exercise is necessary to produce cardiorespiratory fitness. Such exercise includes brisk walking, running, swimming, and continuous dancing. These activities are often called aerobic exercise if they are done for at least twelve minutes. They move the entire body. They raise the heartbeat to a high enough rate for a long enough time to strengthen the heart.

3 Although cardiorespiratory endurance is the most important part of physical fitness for your health, strength and muscular endurance are also important. They are increased through activities that use isotonic and isometric exercises. Isotonic exercises contract the muscles and move the limbs. They include calisthenics and weight training, in addition to the exercises listed above. Calisthenics are gymnastic exercises designed to develop muscle tone. When done quickly and continuously for at least twelve minutes, calisthenics may also increase cardiorespiratory endurance.

4 Weight training involves repeating the lifting of barbells, dumbbells, or machines. Through a properly supervised plan, weight training can improve muscular strength and endurance in both boys and girls. Some weight machines are designed to provide maximum resistance in the muscles throughout their full range of movement. Therefore they increase flexibility as well. Weight training usually is not continous or prolonged. Thus it appears to have little effect on cardiorespiratory fitness. To prevent injury, weight training should be supervised. Movement should be slow and smooth, not abrupt and jerky.

5 Another form of exercise is isometric exercise. Isometric exercise is the contraction of muscle without moving the limbs. Isometric exercise can include pushing against an immovable object such as a wall or the floor, or the pushing of muscle against muscle as in arm wrestling. Isometric exercise is a good way to develop strength without the use of equipment.

— Bud Getchell, Rusty Pippin, and Jill Varnes

__t__ 1. Swimming and walking are exercises that strengthen the heart and lungs.

__t__ 2. Calisthenics are designed to improve muscle tone.

__t__ 3. Isometric exercise does not involve movement of the limbs.

_____ 4. Weight training has an effect on cardiorespiratory fitness.

_____ 5. Moderate exercise can produce cardiorespiratory fitness.

__t__ 6. Maximum resistance weight machines increase flexibility as well as strength and endurance.

_____ 7. Aerobic exercises require twelve minutes only.

__t__ 8. Weight training requires supervision to avoid injury.

_____ 9. Continuous dancing is an example of isotonic exercise.

__t__ 10. Raising the heart rate can strengthen the heart.

B. Major Details, Minor Details

Read the following case study from a marketing textbook about how an American motorcycle manufacturer turned its business around. Then answer the questions on major details and minor details.

Harley-Davidson
Shifts into High Gear

1 Harley-Davidson Motor Co., Inc., the Milwaukee-based maker of big, heavy motorcycles (often called "hogs"), led the U.S. heavyweight motorcycle market until the late 1970s. The company's market share slipped largely because of competition from Japanese motorcycles. (Harley owners refer to Japanese bikes as "rice burners.") Harley-Davidson's reputation also suffered because its products were of inferior quality. At one point, the company's biggest competitor, Honda Motor Co., Ltd., held more than half of the U.S. market, whereas Harley-

Davidson held on to a tiny 4 percent. The Japanese bikes are often cheaper; Honda's comparably sized motorcycles cost about $500 less than Harley-Davidson's. Harley received help from the U.S. government in 1983 in the form of a five-year tax on heavy motorcycles imported from Japan, but Harley had to solve its other problems alone.

2 The company focused first on improving old products and developing new ones. Customers had been complaining about the deteriorating quality of Harley bikes, and many people called Harley's flagship V engine an antique. The company updated the V engine and eliminated many of its problems. Harley-Davidson also turned to Japanese manufacturing and management techniques to cut costs and improve product quality. It introduced several midsized bikes with lower price tags. Its Sportster model sells for $3,995, although top-of-the-line Harley-Davidson road cruisers still fetch up to $12,000.

3 In the past, Harley-Davidson aimed its bikes at two main groups: the "bikers" and the "towers." The bikers fit the popular conception of motorcycle riders, with their leather jackets, tattoos, and Harley insignia. The towers are conventional blue-collar workers who tend to take longer trips than do owners of smaller motorcycles. The company has survived the last few years largely because of these loyal customers and dedicated dealers. Some of Harley-Davidson's better known customers include Malcolm Forbes (publisher of *Forbes* magazine) and members of the Hell's Angels and the California Highway Patrol.

4 However, more white-collar professional people are now riding hogs. In fact, 10 percent of hog riders are women. The white-collar market particularly values the luxury, durability, and classic image that Harley represents. Harley-Davidson is expanding its marketing activities to include these consumers, although it will not forget the loyal bikers and towers. The company promotes its hogs to these groups with a new all-American image and by sponsoring motorcycle rallies.

5 The company's shift in marketing strategy resulted in an increase in market share, to almost 40 percent of the U.S. heavy and midsized motorcycle market. The company's situation improved so much that it asked the government to withdraw the tariff on heavy Japanese bikes one year early. The company will not compete with the Japanese for the small-bike market, but it plans to compete head-on in the heavy and midsized bike markets, where its hogs have a quality edge.

6 Harley-Davidson achieved its return to success through dedication to its customers and emphasis on durability and high quality. Although Harley-Davidson is the last of more

than 150 U.S. motorcycle manufacturers, its chance for success in the future is enhanced because it is following one of the company's oldest axioms: Harley-Davidson sells more than just motorcycles, it sells a special loyalty and image to its customers.

— William M. Pride and O. C. Ferrell

___b___ 1. What is the main idea of this selection?

a. Hogs and rice burners are informal names of American and Japanese motorcycles.

[✓ b.] Harley-Davidson improved its business through dedication to customers and emphasis on durability and quality.

c. High-level executives ride Harley-Davidsons and help create its image.

d. Governments support manufacturers like Harley-Davidson.

2. Put a plus sign beside the major details in the slection. Put a minus sign beside the minor details.

___+___ a. The U.S. government helped Harley-Davidson by imposing a tax on Japanese imports in 1983.

______ b. Big, heavy motorcycles are called hogs.

______ c. Honda was Harley-Davidson's biggest competitor.

___+___ d. Harley had to solve its problems alone.

___+___ e. Harley shifted its marketing strategy to appeal to more white-collar professionals.

___+___ f. Harley has an edge in the heavy and midsized bike markets.

______ g. Malcolm Forbes is a customer.

______ h. Towers are conventional blue-collar workers who take longer trips than owners of small motorcycles.

______ i. Ten percent of hog riders are women.

Score: ______ correct × 5 points each = ______

Recognizing Paragraph Patterns

Each paragraph in your reading fits together ideas and information into a connected web of meaning. To understand a paragraph, you must see how its parts create an overall pattern. Writers often help you discover a pattern of meaning by the way they arrange information or ideas.

For example, when you are able to recognize that a story is being told in time order, you will immediately know how to put the details together in your mind. You will also know that each new sentence will answer the question "What happens next?" When you recognize a comparison-contrast pattern, you will know that the writer is presenting two sets of information — details for each of the two things being compared. You will then be careful to match up every detail with its proper subject. You will also look to see how the sets of details match up with each other, point by point.

However, writers rarely use basic paragraph patterns in a straightforward way. They often shift, overlap, and combine patterns. Sometimes they invent new ones. Recognizing basic paragraph patterns will help you see how writers use them in various ways. Get in the habit of looking for patterns in everything you read. Soon you will be able to figure out any paragraph pattern, no matter how original. The writer's information and ideas will then become clear in your mind.

Ordering of Ideas

Time Order (Chronology)

Some paragraph ideas are put together so that we see them in the time order in which they happened. You must keep in mind the *sequence:* One idea follows another and relates to an event or idea that comes before. This order is often used to tell a story or to explain how to do or make something.

> A small, hand-propelled German submarine, the *Brandtaucher,* sank in 1851 in sixty feet of water, with her captain, Wilhelm Bauer, and two crew members aboard. Her hull immediately began to collapse under the pressure of the sea. Captain Bauer, who had built the tiny craft, knew that if he could keep his two companions from panicking while allowing the water to rise steadily inside her, the interior and exterior pressure would equalize and they would be able to open the hatch and get out. They did. As Bauer wrote later, "We came to the surface like bubbles in a glass of champagne." The world made little note of this first escape from a sunken submarine.
>
> *Ann Jensen*

Place Order

Some paragraph details are put together so that we see them in terms of their place in a room, a building, or an outdoor scene. These details follow a direction that traces movement from one part of a scene to another. A writer, especially when describing something, may give details from left to right, from near to far, from east to west, or in some other clear place order.

> As I look around this room in this third-rate boarding house, my eyes are greeted first by the entrance to its gloomy interior. The door is painted a dirty cream color. There is a crack in one panel. The ceiling is the same dingy color with pieces of adhesive tape holding some of the plaster in place. The walls are streaked and cracked here and there. Also on the walls are pieces of Scotch tape that once held, I presume, some sexy girls, pictures of *Esquire Magazine* origin. Across the room runs a line; upon it hang a shirt, a grimy towel, and washed stump socks belonging to my roommate, Jack Nager. By the door near the top sash juts a piece of wood on which is hung — it looks like an old spread. It is calico, dirty, and a sickly green color. Behind that is a space which serves as our closet; next to that is the radiator, painted the same ghastly color. The landlady must have got the paint for nothing. On top is Jack's black suitcase, his green soap dish, and a brightly colored box containing his hair tonic. Over by the cracked window are a poorly made table and chair. On top of the table, a pencil, shaving talcum, a glass, a nail file; one of my socks hangs over the side. Above

the table is our window, the curtains of cheese cloth held back by a string. There is also a black, fairly whole paper shade to dim such little sunlight as might enter.

■ *John J. Regan*

Order of Importance

Some paragraph details are put together so that we know which ideas the writer thinks are more important. In this kind of paragraph the least important idea comes first, and the writer tells the other details in order of growing importance. Of course, the most important idea comes last.

■ There are several good reasons why the United States needs to involve private businesses in the space program. First, the federal government can't afford to invest in expensive projects and fight the deficit at the same time. Second, few people in government today have the vision to propose the next step in space exploration or the political prestige to make that vision a reality. Private corporations have both the resources and the motivation to explore space. New discoveries will aid business and give the world new sources of minerals and energy. With a little encouragement corporations could begin sending probes or even piloted missions to explore the solar system. Private business involvement would open the universe to the same forces that created new settlements and colonies on earth. The added advantage is that we could accomplish in decades what would otherwise take centuries at the rate NASA is advancing. ■

How to See the Order of Details in a Paragraph

- Certain words in paragraphs give you hints about how the ideas are arranged.
- For *time order* look for words that tell time, such as *when, then, first, second, next, last, after, before, later, finally.*
- For *place order* look for words that locate, such as *there, beside, near, above, below, next to, under, over, alongside, beneath, by, behind, on.*
- For *order of importance* look for words that help us judge importance, such as *first, next, last, most important, major, greatest, in the first place.*

EXERCISES

Ordering of Ideas

1. In the example of *time order* (page 114), circle the words that help you see that the paragraph details are arranged in time order.
2. In the example of *place order* (pages 114–115), circle the words that help you see that the paragraph details are arranged in place order.
3. In the example of *order of importance* (page 115), circle the words that help you see that the paragraph details are arranged in order of importance.

Understanding Sequence

Look at the following details from the example of time order (page 114). Arrange the details in correct chronological order by putting a 1 in front of the first event that happened, a 2 in front of the second, and so on.

_______ a. The hull began to collapse and water rose inside the submarine.

_______ b. The world paid little attention to the escape.

_______ c. Wilhelm Bauer built a submarine.

_______ d. The trapped people opened the hatch.

_______ e. Wilhelm Bauer and the two crew members entered the submarine.

_______ f. Wilhelm Bauer and his companions escaped from the submarine.

_______ g. The interior and exterior pressure equalized.

_______ h. The submarine sank.

_______ i. The three people rose through the water like bubbles in champagne.

Understanding Sequence

1. Reread the example of place order (pages 114–115). Put a 1 next to the item described first in the paragraph, a 2 next to the item described second, and so on.

______ a. things that used to be hung on the wall

______ b. the ceiling

______ c. the cracked window

______ d. the entrance

______ e. the closet

______ f. the walls

______ g. the table and chair

______ h. items on top of the radiator

______ i. the radiator

______ j. things on top of the table

______ 2. In what order are the details arranged?
a. top to bottom
b. left to right
c. around the room
d. from big things like walls to small personal items

______ 3. What kind of picture does the writer give of the room?
a. hopeful and cheery
b. run-down and gloomy
c. poor but proud

Understanding Sequence

The following details all come from the example on page 115. Put a check mark next to the statement that is most important in the paragraph. Then circle the letter of the statement that comes last in the paragraph.

______ a. The federal government can't afford to invest in expensive projects and fight the deficit.

______ b. No one in government today has the vision to propose the next step in space exploration or the political prestige to make that vision a reality.

______ c. Private corporations have both the resources and the motivation to explore space.

_______ d. Privatizing space exploration will accelerate the exploration of the universe.

_______ e. We could accomplish in decades what would otherwise take centuries at the rate NASA is advancing.

Understanding Sequence

Read this paragraph to learn how an ancient vending machine worked. Then answer the questions that follow.

> A coin-operated vending machine was invented by the Greeks 2000 years ago. It stood in a temple, and when a worshiper put a coin in the slot, it automatically produced a measured amount of holy water. The coin fell onto a small pan hung from one end of a delicately balanced beam. Its weight caused the beam to dip; the beam's opposite end rose, opening a stopper valve and allowing the holy water to flow out. When the pan carrying the coin had been tilted enough, the coin slid off. Free of its weight, the down end of the beam bobbed upward again and the up end swung down, closing the valve and cutting off the holy water. Surprisingly, the device closely parallels one used in today's flush toilets.
>
> — *Murray Rubenstein*

_______ 1. What action starts the machine in motion?
   a. the balance beam moving
   b. the valve closing
   c. the pan tilting too much
   d. the coin dropping through the slot onto the pan

_______ 2. What causes the valve to open to let out water?
   a. the coin dropping in the slot
   b. the end of the beam with the pan going up
   c. the end of the beam without the pan going up
   d. the coin sliding off the pan

_______ 3. What causes the coin to slip off the pan?
   a. the end of the beam with the pan dipping too low
   b. the water pushing the coin off the pan
   c. the water ceasing to flow
   d. the machine shaking

_______ 4. What closes the stopper valve and turns the machine off?
   a. the coin weighing down the pan
   b. the beam swinging back to its original position

c. the pan tilting too much
d. the coin falling off the pan

_____ 5. The balance beam moves like what playground device?
a. a merry-go-round
b. a seesaw
c. a swing
d. a jungle gym

Understanding Sequence

Read this paragraph about what one man visualizes when he works. Then answer the questions that follow.

> As I sit at my desk, I know where I am. I see before me a window; beyond that some trees; beyond that the red roofs of the campus of Stanford University; beyond them the trees and the roof tops which mark the town of Palo Alto; beyond them the bare golden hills of the Hamilton Range. I know, however, more than I see. Behind me, although I am not looking in that direction, I know there is a window, and beyond that the little campus of the Center for Advanced Study in the Behavioral Sciences; beyond that the Coast Range; beyond that the Pacific Ocean. Looking ahead of me again, I know that beyond the mountains that close my present horizon, there is a broad valley; beyond that a still higher range of mountains; beyond that other mountains, range upon range, until we come to the Rockies; beyond that the Great Plains and the Mississippi; beyond that the Alleghenies; beyond that the eastern seaboard; beyond that the Atlantic Ocean; beyond that is Europe; beyond that is Asia. I know, furthermore, that if I go far enough I will come back to where I am now. In other words, I have a picture of the earth as round. I visualize it as a globe. I am a little hazy on some of the details. I am not quite sure, for instance, whether Tanganyika is north or south of Nyasaland. I probably could not draw a very good map of Indonesia, but I have a fair idea where everything is located on the face of this globe. Looking further, I visualize the globe as a small speck circling around a bright star which is the sun, in the company of many other similar specks, the planets. Looking still further, I see our star the sun as a member of millions upon millions of others in the galaxy. Looking still further, I visualize the galaxy as one of millions upon millions of others in the universe.
>
> — *Kenneth Boulding*

1. What place is the writer describing? ______________________

____

______ 2. The writer is sitting
   a. at his desk.
   b. near a window.
   c. on the campus of Stanford University.
   d. in Palo Alto, California.
   e. all of the above

______ 3. The writer can see the
   a. Center for Advanced Study in the Behavioral Sciences.
   b. Pacific Ocean.
   c. Hamilton Range.
   d. Coast Range.
   e. Rockies.

4. What details of the planet can he not visualize too clearly?

____

______ 5. His most distant visualization is of the
   a. earth.
   b. galaxy.
   c. Atlantic Ocean.
   d. universe.
   e. solar system.

Ordering of Ideas Through Several Methods

The following selections show the arrangement of details in a variety of ways. On separate paper, explain the approaches to order that the writer has used.

1. Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each — "joy" ideographs in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint came off too, leaving silver scratches that rust.

Somebody tried to pry the end off before discovering that the tube pulls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain. Crates from Canton, Hong Kong, Singapore, and Taiwan have that smell too, only stronger because they are more recently come from the Chinese.

Inside the can are three scrolls, one inside another. The largest says that in the twenty-third year of the National Republic, the To Keung School of Midwifery, where she has had two years of instruction and Hospital Practice, awards its Diploma to my mother, who has shown through oral and written examination her Proficiency in Midwifery, Pediatrics, Gynecology, "Medecine," "Surgary," Therapeutics, Ophthalmology, Bacteriology, Dermatology, Nursing, and Bandage.

— *Maxine Hong Kingston*

2. All this beauty of her country went into these years of her life between her earliest childhood and her twenty-third year, when she went away. If this great gift from her father was to show her where beauty lay, she needed little showing, for she had seeing eyes. Wide beauty of meadow and valley and mountain, of the seasons of the year each in its time, these she saw with unfailing response; but small beauties she saw as quickly, little beauties of close-set moss and small flowers and insects. Once she bent over a colored spider, gay in red and black, and at last put out a small finger to feel the color, and the spider stung her and her whole arm swelled from the poison. Thereafter she only looked, but it was characteristic of her sense of fair play to remember that after all she had provoked the insect, and its beauty was not marred for her.

The love of beauty and instant response to it, then, was part of her very blood and bone, and emotion and abandon to beauty was always a part of her. She would go drunk in a sunlit meadow on a spring day, laughing and sparkling and all but dancing. But she loved the beauty of clear, simple, steady things as well. There was for her beauty not only in a pool of mountain water under moonlight, but as well in a room made still and clean and fresh, in dishes new washed and shining. I remember her saying that one of her pleasures in the austere times after the Civil War was that there were no new dishes to be bought and so every day they had to use the blue and white willow-pattern china and the thin crystal wine goblets that her grandparents had brought from Holland. Every day she chose to wash them, above every other household task, so that she might feel their delicacy in her hands. This remained to her a memory of beauty all the days of her life.

— *Pearl Buck*

3. Inland from the Gulf of Mexico's languid, lapping waters, beyond Mississippi's blinding white coastline and across its serpentine bayous, a dark edge of trees marks the beginning of the great southern pine forest. On my uncle's farm near the fringe of that forest I spent every summer of my youth milking cows and traipsing the woods, as near to heaven as a barefoot boy can be.

In the hour before sunrise a mist breathed from sleeping fields scented with animals and hay. Thunderheads laced with snakes' tongues of lightning rose over the Gulf to the south and emerged from the dawn, blue and scarlet and eggshell white, huge stalking gods that spoke to me of horizons of the sea.

One morning of my 13th summer, in 1966, a new cloud rose over the trees: a thin, billowing mushroom of steam sent skyward by Saturn V rocket engines at the National Aeronautics and Space Administration's test site, newly constructed in coastal Mississippi to help send man to the moon.

NASA's arrival spelled the end of 150-year-old Logtown, which lay within a safety zone cleared of habitation. Twenty-five years later Roy Baxter drives me through vine-hung woods where the hamlet once stood. Mossy live oaks mark the abandoned site of the house where he was born and lived his first 47 years.

"But I'm not bitter in any shape or form," he says. "We didn't want 'em. We were getting along without 'em. But when NASA came, it was the biggest thing that ever happened here."

He is silent for a while as we ride the sandy roads. "Nobody wanted to move, though. Some of the older people couldn't stand the shock. They died within six months."

At the John C. Stennis Space Center three monolithic structures of steel and concrete stand as out of place as teleported pyramids in the flat, wooded swampland. Inside the

B-1 stand, NASA technicians are preparing a space shuttle main engine for testing.

— Douglas Bennett Lee

Critical Thinking in Writing

Modern technology, with its buildings and energy needs, often challenges nature and disrupts people's lives, as the selection on pages 122–123 shows. Where have you seen the impact of modern technology on the environment? What should be the relation between nature's world and the world of science and high technology? Write your views on these issues in a few paragraphs.

Listing of Details

Information in a paragraph sometimes appears just as a series of facts or details. Though all statements relate to the main idea, each fact is not expanded. The paragraph presents a listing of information.

In the following paragraph about conditions in America during the Great Depression, notice how the writer lists a series of details to support the topic.

> In 1935 the depression in America was five years old and deepening. America had over 19,000,000 people on relief, one in every six or seven of the population. As FERA administrator, Harry Hopkins had spent $323,890,560 on relief in the first ten months of 1934, almost a third more than in 1933. In 1935 Congress appropriated $4,880,000,000 for the Work Relief Bill. *Time* estimated uncomfortably that of the 19,000,000 on relief, 20 percent were unemployables, or "chronic dependents." Over the country the debate ran, "Most people out of work couldn't hold jobs if they had them." For the first time since 1911, marriages had fallen in 1932 below the one-million mark, though the population had risen from 93,000,000 in 1911 to 125,000,000 in 1932. In 1935, according to the President's inaugural statement of 1937, one-third of American families were "ill-fed, ill-clothed, and ill-housed." The mean income of 13,000,000 families was $471 annually, including income from gardens

and part-time labor. For these families the average expenditure for food was $206 annually. The middle third of American families received a mean income of $1,076; the upper third received an average of $2,100.

Don M. Wolfe

EXERCISES

Listing of Details

Reread the preceding paragraph and answer these questions:

1. What is the main idea? ________________________________

   ____

2. List five details the writer gives to support the main idea.

   ____

   ____

   ____

   ____

   ____

Listing of Details

Read the paragraph below and answer the questions that follow. Pay particular attention to the details the writer lists.

My house nestles among many trees. After a long absence, I like to lose myself in hidden nooks to savor my homecoming. Mysterious, fragrant thickets have appeared that are new to me. The poplar I planted in the back of the garden, so slim it could barely be seen, is now an adult tree. Its bark is patterned with wrinkles of wisdom that rise toward the sky to express themselves in a constant tremor of new leaves in the treetop.

The chestnut trees were the last to recognize me. When I arrived, their naked, dry branches, towering and unseeing, seemed imperious and hostile, though the pervading spring of Chile was germinating amid their trunks. Every day I went to call on them, for I understood that they demanded my homage, and in the cold of morning stood motionless beneath the leafless branches, until one day a timid green bud, high overhead, came out to look at me, and others followed. So my reappearance was communicated to the wary, hidden leaves of the tallest chestnut tree, which now greets me with condescension, tolerating my return.

— *Pablo Neruda*

1. What experience is the writer trying to capture by listing all the details?

2. List the main details that capture this experience.

3. Explain how the author uses time order in lines 8 through 18.

Listing of Details

Read the following passage from a psychology textbook to discover how the sense of taste works. Then answer the questions that follow.

1 Taste, or *gustation,* occurs because chemicals stimulate thousands of receptors in the mouth. These receptors are located primarily on the tongue, but there are also some in the throat and on the roof of the mouth. If you look at your tongue in a mirror you will notice many tiny bumps. Each bump contains many **taste buds** along its sides. The buds, which up close look a little like a segmented orange, are commonly referred to, mistakenly, as the receptors for taste. The actual receptor cells, however, are inside the buds, 15 to 50 to a bud (estimates vary). These cells send tiny fibers out through an opening in the bud; the receptor sites are on these fibers. The receptor cells are replaced by new cells every 10 days or so. However, over time, the total number of taste buds (and therefore receptors) declines, which is why older people can often enjoy strong tastes that children may detest.

2 There appear to be four basic tastes: *salty, sour, bitter,* and *sweet,* each produced by a different type of chemical. Most taste receptors are particularly sensitive to one of these four tastes. And because of the way the taste buds are distributed

across the tongue, different parts of the tongue also tend to "specialize" in particular tastes. When you bite into an egg or a piece of bread or an orange, its unique flavor is composed of some combination of the four basic taste types. The physiological details, however, are still not well understood. For example, it is not yet clear whether the four basic tastes are really points on a continuum, as colors are, or are distinct and associated with different types of nerve fibers.

3 Human beings are born with a sweet tooth. Only a few drops of sugar water will calm a crying newborn infant and raise an infant's pain threshold, perhaps because the sugar somehow activates endorphins, the body's natural opiates (Smith, Fillion, & Blass, 1990). Our species also seems to have a natural dislike for bitter substances, probably because many poisonous substances are bitter. But taste is also a matter of culture. For example, although raw oysters, raw smoked salmon, and raw herring are appetizing to many North Americans, other forms of raw seafood that are popular in Japan (sea urchin, octopus, yellowtail) have only recently gained a following and are still rejected by many.

4 Individual tastes also vary. The French have a saying, *Chacun à son goût* (each to his own taste). Why do some people within a culture gobble up a dish that makes others turn green? Experience undoubtedly plays a role. As we will see in Chapter 6, one can acquire a taste or a distaste for a particular food. Recent evidence indicates that individual differences in taste sensitivity are also related to the density of taste buds; human tongues may have as few as 500 and as many as 10,000 taste buds (Miller & Reedy, 1990). Genetic differences probably make people more or less sensitive to the chemicals in particular foods (Bartoshuk, 1980). Some people experience a bitter taste from saccharin, but others do not; some people notice that water tastes sweet immediately after they eat artichokes, but others taste no difference.

— *Carole Wade and Carol Tavris*

1. What three areas control the sense of taste? ________________

____

2. In the second paragraph, how many basic tastes are listed? What are they? ________________________________

3. How many taste buds does a person have? Do all people have the same number? ________________________

4. Reread the third paragraph and describe some of the natural reactions to tastes. ________________________________

5. List some reasons given in paragraph 4 for differences in people's tastes. ________________________________

____

6. Does the selection give an overall explanation of taste? Which paragraph tells you? ________________________________

____

Classification

In some paragraphs different details relating to a topic are arranged in categories, or groups. This paragraph pattern, called *classification,* identifies categories, shows how various examples in the same category are alike, and shows how the separate categories are different. Classification can also show how a large subject may be broken up into different parts. In reading paragraphs organized according to classification, notice what kinds of categories separate the specifics into groups.

The following paragraph, for example, classifies the political ideas of conservatives and liberals by their approaches to social issues.

> Historically, liberalism has been oriented toward change and progress, whereas conservatism is skeptical about change and does not necessarily equate change with progress. Changes initiated and planned by the state might be described by a liberal as "reform" and by a conservative as "meddling," that is, meddling with the natural order of things. Conservatives view the social, economic, and political order in a society as natural, in that the society's culture and politics have developed over generations by a process of gradual evolution. Today is the product of thousands of yesterdays. To tamper needlessly with intricate social relationships is folly because it is unlikely to improve things and more likely to make them worse. Perhaps the most basic differences between liberalism and conservatism involve the conception of society and the individual's

place within society. Liberalism begins with a conception of individual and property rights and then constructs a theory of society to accommodate the individual's natural rights. Conservatism begins with a conception of society and fits into it individual and property rights.

Charles Funderburk and Robert Thobaben

EXERCISES

Classification

Reread the preceding paragraph and answer the questions.

1. What is the major difference between liberals and conservatives on the issue of change?

   ____

   ____

2. What three kinds of order do conservatives believe are natural?

   ____

3. What do the most basic differences between liberals and conservatives involve?

   ____

   ____

   ____

Classification

Read the following two paragraphs about courts of the United States. Then answer the questions.

> The basic function of all these courts can be stated very simply: It is to resolve disputes. But that simple statement masks an extremely complicated reality. Just as there are many kinds of courts, those courts are called upon to resolve many kinds of disputes. Some disputes are between private individuals, as when one person sues another for breaking a contract. Other disputes may be between a branch of government and a private person, as when a citizen is sued for underpayment of taxes, or when an individual sues the government for violation of his or her rights.

Still other disputes may be between governments — the government of a state, for example, and the federal government — or even between different agencies of the same level of government.

Many disputes have to do with business matters, particularly with the interpretation of contracts. Some have to do with public questions, such as the application of the Constitution or of lesser laws. Another large category of disputes consists of criminal matters, cases in which the government of a particular state, or the federal government, accuses an individual of committing a crime.

— *Michael Kronenwetter*

_______ 1. What is the main idea of the selection?
a. The function of all courts is to resolve disputes.
b. Some disputes are between private individuals.
c. Important public questions involve the application of the Constitution or lesser laws.
d. Courts are complicated realities.

_______ 2. The selection classifies
a. courts.
b. Constitutional law.
c. government agencies.
d. disputes.

_______ 3. Which category of disagreement does *not* appear in the first paragraph?
a. individual disagreement
b. government disagreement
c. disagreement among branches of government
d. marital disagreement

_______ 4. Which dispute category does not appear in the second paragraph?
a. business
b. territory and land
c. public questions
d. criminal matters

Comparison and Contrast

The technique of relating one object to another by showing how they are alike and how they are different is called *comparison and contrast.*

To describe an unfamiliar object or idea, a writer often relates the unfamiliar object to a familiar one. Not many of you, for instance, know what a *bowler* in the game of cricket does. If you learned that a bowler is much like a pitcher in baseball, however, you would understand the bowler's job. Then, by also considering how a bowler is *not* like a pitcher, you would get an even better idea of what a cricket bowler does.

In the following paragraph, the writer compares the usefulness of learning to lie for natural liars and for those without natural skill in lying. First the writer describes how natural liars don't need training, and then he shows that the rest of us could not make use of the training. So, for different reasons for the two contrasting cases, the writer concludes that a school for lying is not a very good idea.

While there could be a school for lie catchers, a school for liars would not make sense. Natural liars don't need it, and the rest of us don't have the talent to benefit from it. Lying well is a special talent, not easily acquired. One must be a natural performer, winning and charming in manner. Such people are able, without thought, to manage their expressions, giving off just the impression they seek to convey. They don't need much help. Most people need that help, but lacking a natural ability to perform, they will never be able to lie very well. Lying can't be improved by knowing what to do and what not to do. And I seriously doubt that practice will have much benefit. A self-conscious liar, who planned each move as he made it, would be like a skier who thought about each stride as he went down the slope.

— Natural liars

— Most people

Paul Ekman

Another type of comparison and contrast allows the writer to state one point and discuss *both* objects in regard to that idea; then to state another point and discuss both objects in regard to *that* idea; and so on. See how the features of high school and college are discussed in the following paragraph.

While there are many differences between high school and college, I'd have to say that the most important ones all involve freedom. Everyone has to attend high school, at least until tenth grade, so very often you find classes where the students aren't serious about learning. College is exactly the

— One point

opposite. People are there voluntarily because they want to learn and improve themselves. As a result college students are much more serious and interested. Another major difference is that colleges don't enforce arbitrary rules. In high school you need a pass to be in the hallway during class, and you can't leave a classroom without permission. On the other hand, college students can go where they please. No one asks them for passes and, if they need to leave a class to make a phone call or go to the bathroom, they just leave. Finally, in high school classes are assigned and the same classes are held every day. However, in college, most classes only meet two or three days a week, and students have many options about which classes to take.

— A second point

— A third point

How to Understand Comparison and Contrast

- Look for key words that help relate the two objects or ideas.
  These words point to like ideas:
  similarly
  also
  in addition
  further
  in the same way
  likewise
  These words point to ideas that differ:
  but
  although
  however
  nevertheless
  on the other hand
  in contrast
  yet
  conversely
  still
  in spite of
  even so
  nonetheless
- Look for a sentence or two that tells just what is being compared to what.
- As you read, keep in mind the two ideas that the writer is comparing or contrasting. Ask yourself: "What things are being compared? Why are they being compared? How are the things alike or different?"

EXERCISES

Comparison and Contrast

Reread the paragraph about learning to lie on page 130 and answer the questions.

1. State in your own words the sentence that directly contrasts how the two groups would relate to lying lessons.

   ____

   ____

2. Explain why natural liars would not benefit from lessons.

   ____

   ____

3. Explain why poor liars would not benefit from lessons.

   ____

   ____

4. In what ways do natural liars differ from poor liars?

   ____

   ____

5. Why would a school for liars not make sense?

   ____

   ____

Comparison and Contrast

Reread the paragraph about high school and college on pages 130–131 and answer the questions. Use separate paper.

1. What is the main idea? ______________________________

   ____

2. In what three ways does the writer compare high school and college?

   ____

3. Which students are more serious and why? ______________________________

   ____

   ____

4. How do rules compare between high school and college?

____

____

5. How does the selection of courses differ in high school and college? ______________________________

____

____

Comparison and Contrast

Read the following paragraph from a communications textbook and answer the questions. Pay attention to the similarities and differences that the writers explore.

> Books obviously have distinctive characteristics that set them apart from other media. Certainly, they differ from other print media, such as newspapers and magazines, in that they are bound and covered and are consecutive from beginning to end. Because books often take a year or more to produce, they are less timely than newspapers and magazines. Nevertheless, like other mass media, they are produced by professional communicators and generally distributed to relatively large and diverse audiences. One obvious difference from several other media is that, like movies, they are not basically supported by advertising (although some publishers are experimenting with this idea). Thus, books have to earn profits for their producers on the basis of their content. More than other media, moreover, books are made to last, and their form lends itself to in-depth, durable exploration and development of a topic or idea.
>
> *—Melvin DeFluer and Everette Dennis*

1. What two things are being compared and contrasted?

____

2. In what way are books like other media?

____

____

3. In what way are books like movies but not like some other media? ______________________________

____

4. In what other ways do books differ from other media?

____

____

5. Overall, does the author present books as more like or more unlike other media? ______________________

Comparison and Contrast in a Long Selection

Read the following section from a life sciences textbook comparing different kinds of bacteria. Then answer the questions that follow.

> Bacteria can be helpful to people and other organisms. When you swallow a spoonful of yogurt or bite into a crisp pickle, you are eating foods flavored by the action of bacteria. The bacteria produce an acid, which gives the food a sour flavor.
>
> Certain bacteria naturally live in your digestive system and help you stay healthy. Two species, *E. coli* and *L. acidophilus,* release substances that inhibit activities of other, possibly harmful, bacteria. Several species also produce certain kinds of vitamins.
>
> Many bacteria act as **decomposers** (dē′ kəm pō′ zərs), organisms that break down the tissues of dead organisms. This breakdown process of **decomposition** (dē′ kom pə zish′ ən) occurs as bacteria use the dead tissues for food. Some bacteria decompose sewage and other wastes in water. In this way, bacteria help keep lakes and streams free from small amounts of pollution. Without decomposers, the earth would be covered with dead organisms and their wastes.
>
> Even though most bacteria are helpful, some are harmful. For example, bacteria help us by decomposing wastes. However, when people dump large amounts of wastes into lakes and rivers, the bacteria get a big food supply. With so much food, the bacteria grow, reproduce, and may have a population explosion. The huge numbers of bacteria use up the oxygen dissolved in the water. As a result, fish and other organisms living in the water can suffocate.
>
> Bacteria can cause large losses of food through decomposition, spoilage, and poisoning. Bacteria spoil food by growing

on the food. As the bacteria grow, they can change the odor or the flavor of the food. Sometimes, the bacteria produce a poison, called a **toxin** (tok′sən). Botulism (boch′ ə liz′ əm) is a type of food poisoning that often occurs in foods that have not been canned properly. The anaerobic bacteria that cause botulism produce a toxin with no odor or unusual flavor, so they are not easily detected. Botulism can be very serious. It can cause paralysis and even death.

People can take steps to prevent food spoilage and poisoning, as shown below. Refrigerating, freezing, and thoroughly cooking food all help slow down the growth of bacteria. What are some other ways of preventing foods from spoiling?

— Le Von Balzer

1. Into what two groups does the article divide bacteria?

____

2. What kind of bacteria naturally live in your digestive system?

____

3. Select five actions of bacteria that are beneficial.

____

____

____

4. Write a sentence that explains how too much waste dumping in bodies of water changes the activity of bacteria.

____

____

____

Cause and Effect

In a cause-and-effect paragraph, you learn either *why* something happened or what happened *as a result* of something. The writer may explain conditions or events that *cause* a certain situation or may discuss conditions or events that *result* from a situation. The following selection tells about a common effect in humans, and then it explains the causes that scientists have found.

> ▨ Have you ever had the experience of putting money into a soda machine or a pay phone and, instead of getting soda or a dial tone, you get nothing? Even though you know it's just a machine, how many of you find yourselves kicking the machine or giving it a frustrated shake? It may interest you to know that scientists have studied this behavior, which is called the *pain-attack mechanism*. Pigeons were trained to peck at a disk mounted on a wall and to expect the reward of some grain every time they did so. Scientists found that when they didn't reward the pigeon as it expected, the bird became very agitated, attacking the wall disk and even other pigeons in the same box. In similar experiments, monkeys, rats, and pigeons also reacted violently when they were given an electric shock for no reason. From these results, scientists decided that animals, and in a sense this includes us, will respond to a painful event by fighting back. The event can be physical pain, such as an electric shock, or emotional pain, such as expecting a reward and not getting it. But it also seems that getting yelled at or being fired, like losing a lover or losing money in a soda machine, will trigger anger or aggression in humans. ▨

Cause and effect are important in much of the scientific and technical material you will read in college. As those of you who study science already know, many scientific discoveries were made because a scientist studied cause and effect in natural events. In the passage you just read, you saw how behavioral psychologists studied an *effect*, aggression, to see if they could discover some possible *causes* for it. The pain-attack mechanism provides an explanation for an important cause-and-effect relationship.

In our everyday life we frequently respond to causes. For instance, we avoid eating food that smells bad or touching something that is glowing hot because we know what effect tainted food or red-hot objects will have on us. So also, when we read a passage, we can look for reasons (causes) behind events described (effects).

How to Understand Cause and Effect

- If the writer tells why something happened, what happened because of something, or what might happen because of something, you can expect reasons to explain causes or effects.
- Look for word clues: *because, since, as a result, therefore, consequently, so.*
- Remember that many causes can contribute to a single effect and that many effects can stem from a single cause.

EXERCISES

Cause and Effect

Reread the paragraph on page 136 and answer the questions.

1. What situation will the writer try to explain by giving causes?

   ____

2. What cause did scientists find for the type of angry, violent behavior described in the article?

   ____

3. In what situations and in what way does the pain-attack mechanism apply to pigeons and other animals?

   ____

   ____

   ____

4. How does the pain-attack mechanism apply to humans?

   ____

   ____

Critical Thinking in Writing

On a separate piece of paper, describe any personal experiences you have had that might relate to the pain-attack mechanism. Do your experiences support or contradict the cause-and-effect pattern described in the article?

Cause and Effect

Read the following selection about the death of infants in America. Then answer the questions that follow.

Why Infants Die

One of America's great shames is its unusually high infant-mortality rate. Although the rate has been steadily declining for many years (from 12.6 deaths per 1,000 infants in 1980 to 9.1 in 1990), it is still much higher than in other developed nations, notes Nicholas Eberstadt, a researcher with the Harvard Center for Population and Development Studies. In 1987, for example, it was almost 20 percent higher than the rate in Norway, nearly 50 percent higher than in the Netherlands, and twice as high as in Japan. Yes, some countries underreport, Eberstadt says, but Australia and Canada, whose reporting practices are similar to those in this country, also have markedly lower infant-mortality rates.

Poverty, the chief culprit in most analyses, is not the real problem, Eberstadt finds. According to one study, for example, child-poverty rates in Australia and the United States were virtually identical in 1980, yet the U.S. infant-mortality rate was nearly one-fifth higher. The explanation also does not appear to be inadequate health care. At any given birth weight, he notes, American infants have a *higher* survival rate than do Japanese or Norwegian babies. The problem is that Americans, white as well as black, have a high incidence of risky, low-weight births.

Some argue that biology may be a factor, since the proportion of low-birth-weight babies born to blacks is roughly twice as high as for whites. But Eberstadt blames irresponsible parental attitudes and behavior. A 1982 survey by the National Center for Health Statistics (NCHS) found that low birth weight has a much lower correlation with poverty than with heavy smoking by pregnant women. Babies born to mothers who smoked 15 or more cigarettes a day had an incidence of low birth weight three times greater than those born to nonsmokers.

Bearing a child out of wedlock is another symptom of irresponsibility, Eberstadt notes, and it too significantly reduces an American child's chances of survival. A college-educated woman who bore an illegitimate child in 1982, for example, was more likely to lose her baby within a year than was even a grade-school dropout who was married.

If the parents' attitudes and behavior are important in determining infants' chances of surviving, Eberstadt concludes, then the prospects for bringing down the infant-mortality rate through government action may not be very good.

— *Wilson Quarterly*

1. What effect does this selection explain?

____

2. What causes are suggested for infant mortality?

____

____

3. What causes does the selection rule out?

____

4. What does the selection say is the chief cause of infant mortality, the one that other causes contribute to?

____

5. What is the role of race in causes of infant death?

____

____

____

Cause and Effect

The paragraph below explains how women's clothes in the nineteenth century actually weakened them. Read the paragraph and then answer the questions that follow.

By the 1830s, female fashions offered somewhat more protection from the climate, but they continued to suggest — and to promote — physical frailty. Early-Victorian costume not only made women *look* weak and helpless, it made them weak and helpless. The main agent of this debility, as many writers have pointed out, was the corset, which at the time was thought of not as a mere fashion but as a medical necessity. Ladies' "frames," it was believed, were extremely delicate; their muscles could not hold them up without assistance. Like many such beliefs, this one was self-fulfilling. Well-brought-up little girls, from the best motives, were laced into juvenile versions of the corset as early as three or four. Gradually, but relentlessly, their stays were lengthened, stiffened and tightened. By the time they reached late adolescence they were wearing cages of heavy canvas reinforced with whalebone or steel, and their back muscles had often atrophied to the point where they could not sit or stand for long unsupported. The corset also deformed the internal organs and made it impossible to draw a deep breath. As a result the fashionably dressed lady blushed and fainted easily, suffered from lack of appetite and from digestive complaints, and felt weak and exhausted after any strenuous exertion. When she took off her corset her back soon began to ache; and sometimes she still could not breathe properly because her ribs had been permanently compressed inward.

— *Alison Lurie*

1. For what effect is the writer explaining a cause?

____

____

2. What is the main example the writer uses to show how clothes caused weakness?

____

3. Why did people think women needed corsets?

____

____

4. In what two main ways did the corset harm women's bodies?

____

____

5. List five harmful consequences of corsets.

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Combined Paragraph Patterns from a Textbook Selection

Read the following piece from a college law textbook. Then answer the questions.

Criminal and Civil Law

The distinction between criminal and civil law is a very important concept in our legal system. . . . This text deals primarily with civil law. A civil suit involves a dispute between private individuals involving either a breach of an agreement or a breach of a duty imposed by law. A criminal action is brought by the government against an individual who has allegedly committed a crime. Crimes are classified as treason, felonies, and misdemeanors, depending on the punishment attached to the crime. *Treason* is a crime defined only by the Constitution, article III, section 3, clause 1. To commit treason — levying war against the United States, or adhering to or giving aid or comfort to its enemies — there must be an overt act and the intent to commit treason. A *felony* is a crime that is classified by statute of the place in which it is committed. That is, the severity of the punishment for a felony varies from place to place. A felony is generally regarded as being any criminal offense for which a defendant may be imprisoned for more than one year, or executed. One determines whether a crime is a felony according to the sentence that might lawfully be imposed, not according to the sentence actually ordered. Felonies do not include *misdemeanors*, which are offenses that are generally punishable by a maximum term of imprisonment of less than one year.

In a civil suit, the court attempts to remedy the dispute between individuals by determining their legal rights, awarding money damages to the injured party, or directing one party to perform or refrain from performing a specific act. Since a crime is an act against society, the criminal court punishes a guilty defendant by imposing a fine or imprisonment or both.

In a criminal prosecution, the rules of court procedure differ. In order to meet the burden of proof to find a person guilty of a crime, guilt must be proved beyond a reasonable doubt, a stricter standard than the preponderance of evidence usually required in a civil case.

— Harold Grilliot and Frank Schubert

1. What is the overall pattern of the three paragraphs?

   ____

2. What two types of law are being compared in the selection?

   ____

3. What is the main difference between these two types of law?

   ____

   ____

   ____

4. What aspect of these two kinds of law is being compared in the second and third paragraphs?

   ____

5. What are the main differences in how the courts treat civil and criminal cases?

   ____

   ____

   ____

   ____

6. In the second half of the first paragraph, what paragraph pattern is used to tell more about types of criminal law?

   ____

7. What are the three types of criminal law and what distinguishes each?

   ____

   ____

____

____

____

____

More Paragraph Patterns from Textbooks

Read this piece about Chinese rulers and then in the space provided write the letter of the correct answer to questions after the selection.

Foreign Danger and Internal Unrest

1 While the First Emperor was working to bring China unity and prosperity, he faced constant peril on the northern border. For years the Chinese had pushed northward, driving out the nomads and taking over their grassy pasture lands. These nomads were the Huns, who in later centuries would carry death, destruction, and terror to the decaying Roman Empire. Chinese encroachment on their land endangered the very survival of the Huns, scattered tribes each led by its own chieftain. In retaliation the Huns, on horseback and armed with swords and bows, struck back at the Chinese time and again. Sweeping down in quick raids, they plundered prosperous towns and farms and disappeared back into the vastness of the north.

2 Since Chinese expansion in the north had all along met stiff opposition, the northern states had built long walls for self-protection as early as the fourth century B.C. The First Emperor ordered these various stretches of wall to be linked together in one great wall, extending from the sea some 3,000 miles to the west. The number of laborers who worked on the wall and the sheer amount of construction material needed are stunning tribute to the First Emperor's power. The Great Wall of China is probably humanity's most immense ancient creation. The Great Wall and the huge numbers of troops guarding the frontier gave the north a period of peace.

3 Despite their innovations and achievements and the peace they brought to the north, the Ch'in were unpopular rulers. The First Emperor was no altruist. Primarily interested in his own wealth and power, he was determined to reap the profits

of his work. Nor was he a man to tolerate opposition: as a Legalist, he distrusted Confucian scholars, some 460 of whom he reportedly had buried alive. He tried without success to destroy Confucian literature and China's ancient literary heritage by a massive campaign of book burning. He enforced the tenets of Legalism vigorously and ruthlessly in an effort to wipe out any system of thought that might challenge his autocratic position. The Ch'in demanded obedience, not intelligence.

4 The common people fared no better than the Confucian scholars. The Ch'in took advantage of the new prosperity to levy heavy taxes, especially on the peasants. Taxation and forced labor on the Great Wall and other projects mercilessly ground down the peasantry. Forced labor and military service disrupted many peasant households; while the men were away, their families worked long, dreary hours to feed themselves and meet the staggering burden of taxes.

5 The oppressiveness of the Ch'in bred fierce hatred among the people, one of whom described the First Emperor as a monster who "had the heart of a tiger and a wolf. He killed men as though he thought he could never finish, he punished men as though he were afraid he would never get around to them all." The death of the First Emperor in 210 B.C. sparked massive revolts. Huge bands of peasants took up arms against the new emperor. In the ensuing struggle for power, Liu Pang, a peasant and petty official of the Ch'in, defeated his opponents and in 206 B.C. established the Han Dynasty.

— John P. McKay, Bennet D. Hill, and John Buckler

______ 1. Which paragraph pattern do the writers use in paragraph 1?
   a. comparison and contrast
   b. cause and effect
   c. classification
   d. listing of details

______ 2. What caused the Chinese emperor to build the Great Wall?
   a. He wanted to keep the Chinese people prisoners in their provinces.
   b. He intended to keep out foreign cultural influences such as Confucian literature.
   c. He aimed to create a high lookout point for invaders.
   d. He linked together many small walls built to keep out raiding Huns from the north.

_______ 3. Which is *not* a cause for the unpopularity of the First Emperor?
a. He demanded obedience not intelligence.
b. He was interested only in his own wealth.
c. He supported Confucian literature.
d. He enforced Legalism.

_______ 4. What comparison and contrast do paragraphs 3 and 4 deal with?
a. the First Emperor and other Chinese emperors
b. Legalists and the Ch'in
c. Confucian scholars and commoners
d. Chinese and Huns

_______ 5. How do the writers order details in paragraph 4?
a. by importance
b. by chronology
c. by place order
d. all of the above

_______ 6. Why did the nomadic Huns become raiders?
a. The Chinese drove them north from the Huns' homeland.
b. The Huns wanted to take Chinese wives.
c. The Chinese encouraged raids to punish peasants on the northern border.
d. The vastness of the north stimulated the raids.

_______ 7. What two patterns do the writers use in paragraph 3?
a. classification and comparison
b. listing and contrast
c. classification and cause and effect
d. listing and cause and effect

_______ 8. What important cause do paragraphs 3 and 4 explain?
a. Confucian literature
b. peasant unrest
c. wealth and power
d. the Great Wall of China

_______ 9. Liu Pang established the Han Dynasty with the help of
a. Ch'in deserters
b. Confucian scholars
c. the First Emperor
d. peasant bands

_______ 10. Which patterns do the writers combine in paragraph 5?

a. listing of details and classification
b. classification and comparison
c. cause and effect and listing of details
d. only comparison and contrast

Critical Thinking in Writing

Many people complain about how bad things have become in the 1990s, but compared to conditions in China during the Ch'in Dynasty, things today aren't so bad. What kinds of freedom and protection do you have that the people who lived during the Ch'in Dynasty lacked? How are your opportunities greater? What kinds of dangers did people then face that you don't? Was anything about that time appealing or easier than today? Explore these questions in a few paragraphs.

Unit Three

Interpretations and Evaluation

Making Inferences

Inference is a process by which readers use hints to gather information. In making inferences, you go beyond surface details and "read between the lines" to reach information logically. Factual details in what you read provide the basis of your reading knowledge. But not every bit of information is easily apparent or clearly stated. Hints or suggestions may appear that you have to build on with your own knowledge and experience in order to understand something fully. Because information is not always stated in exact terms, we must supply our own information from details or ideas that are only suggested by the writer. We can't always be certain that what we supply is absolutely right. But if we follow hunches that are based on evidence, we can be fairly sure about some things, even if they are only hinted at.

Of course, a page of writing does not offer the only opportunity you have to learn more about something by means of hints or suggestions. In understanding human behavior, you've been using your inference skills for most of your childhood and adult lives.

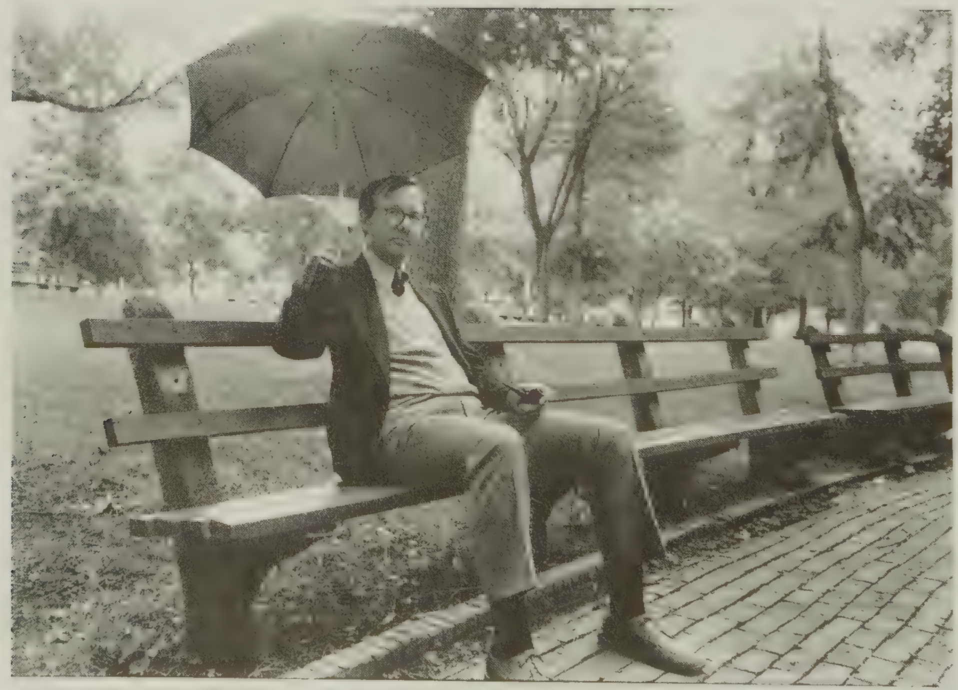
How? Let's take an example. Your supervisor comes to work one Monday morning at 9:30. (She's usually there waiting for you as you punch in at 9:00 sharp.) She mumbles to herself under her breath and shakes her head from side to side, biting her lip. She doesn't say "Hello" as she usually does. Instead, staring straight ahead of her, she storms past your desk and the desks of your coworkers. At her office she turns the doorknob roughly, throws open the door forcefully, and then slams it loudly behind her.

What do you *infer* from her behavior? Clearly she's angry about something. You conclude that she's angry by adding up all that you see and by relying on what you know about her usual behavior. No one had to tell you that she was angry. From her appearance, her actions, her body language, and her behavior, it was safe for you to infer that she was irritated about something.

In making inferences, you have to be careful not to go too far beyond the information at hand. Otherwise your inferences might not be correct. For example, could you assume that the supervisor we have described was angry because she had had a fight with her son? Not at all. Nothing in what you saw or observed suggested that. On the other hand, you might have heard her mumble an angry remark to herself about her son as she passed by you. Or you might know for a fact that she fights with him often and that when she does, her behavior resembles the behavior she displayed that morning. Then you might safely say to yourself, "Well, I guess she's been at it with Pepé again!" The point, of course, is that inferences must be based on valid available information, not simply on vague suspicions or wild guesses.

Look at the picture below. In a sentence explain the point of the picture — that is, what you think the picture is about.

You probably said something like *A man is sitting on a park bench holding an umbrella,* which pretty much states the subject of the picture. Now look back at it to answer these questions.



b 1. The person in the picture is about
   a. twenty years old.
   b. forty years old.
   c. eighty years old.

c 2. The picture was taken on a
   a. hot summer day.
   b. snowy winter evening.
   c. rainy spring day.

b 3. The scene takes place
   a. on a crowded city street.
   b. in a quiet city park.
   c. near a country farm.

If you picked answer *b* for question 1, how did you know that the person is about forty? If you picked answer *c* for question 2, how did you know that the scene probably took place on a rainy spring day? If you picked answer *b* for question 3, how did you know that the picture was taken in a quiet city park? None of the answers you picked is stated by the main idea of the picture: *A man is sitting on a park bench holding an umbrella.*

To answer the first question, you looked at the man's face and inferred that he is about forty. The hints from the picture enabled you to reject the extremes.

For the second question, you had to look at what the man was wearing. You knew that in a sweater and suit coat, he is dressed too warmly for a hot summer day but not warmly enough for a snowy winter one. You inferred that it is spring by the leaves in the background, and you inferred that it is raining by the presence of the man's open umbrella.

For the third question you eliminated answer *a* easily. The presence of a brick walk and several benches allowed you to infer that the scene is not a farm but a park. And the length of the bench, long enough for many people to sit on, tells you that the park is located where many people need a place to sit, probably in a city.

In reading, too, inference is an important skill because it helps us fill in information a writer only suggests. Look at the following paragraph to see if you can understand Diane's behavior. Answer the questions that follow.

■ After lunch Diane took her bike and sneaked quietly into the yard. She moved carefully to the plot of soil under the oak in back of the house as she checked to see that nobody watched her. She leaned her bicycle against the tree and bent down. All around dark clouds rumbled noisily in the sky; a streak of yellow zig-zagged far away, and she trembled. Digging swiftly in the hot earth, she made a small hole and quickly took a crushed ten-dollar bill from her pocket. After she slipped the money into the ground and covered it, she breathed deeply and smiled. She was glad *that* was over! Now no one would find it or know how she got it. Certainly it would be there later when she wanted it. ■

a 1. Diane is probably a
  a. nine- or ten-year-old child.
  b. young mother.
  c. three- or four-year-child.

c 2. As for the money, Diane probably
  a. got it as a gift from her father.
  b. earned it.
  c. got it in a questionable way.

b 3. This event probably took place
  a. on a snowy winter afternoon.
  b. before a summer rainstorm.
  c. one night during Easter vacation.

b 4. After she hides the money, Diane feels
  a. very guilty and sorry.
  b. relieved.
  c. worried that someone saw her.

To answer all these questions about this deliberately oversimplified paragraph, you needed to use inference skills. The sentences about Diane give only hints about the questions asked. No one answer is stated exactly in the paragraph.

You know Diane is probably a nine- or ten-year-old child from her actions and thoughts, which are too advanced for her to be three or four. Further, a young mother would *generally* not bury money in the ground. Answer *a* is correct for question 1.

Because she sneaked into the yard and because she looked to see if anybody watched her, you infer that Diane has done something wrong. When she thinks that no one will know how she got the money, you guess that she got it in a questionable way. Answer *c* is correct for question 2.

The noisy clouds and the streak of yellow — thunder and lightning, surely — suggest that a storm is coming. *Hot earth* suggests the summer. Besides, Diane goes out after lunch, so the scene is not a nighttime one. Answer *b* is correct for question 3.

You can infer from Diane's deep breath and from the statement "She was glad *that* was over!" that she is relieved after she hides the money. Answer *b* is correct for question 4.

Building Inference Skills

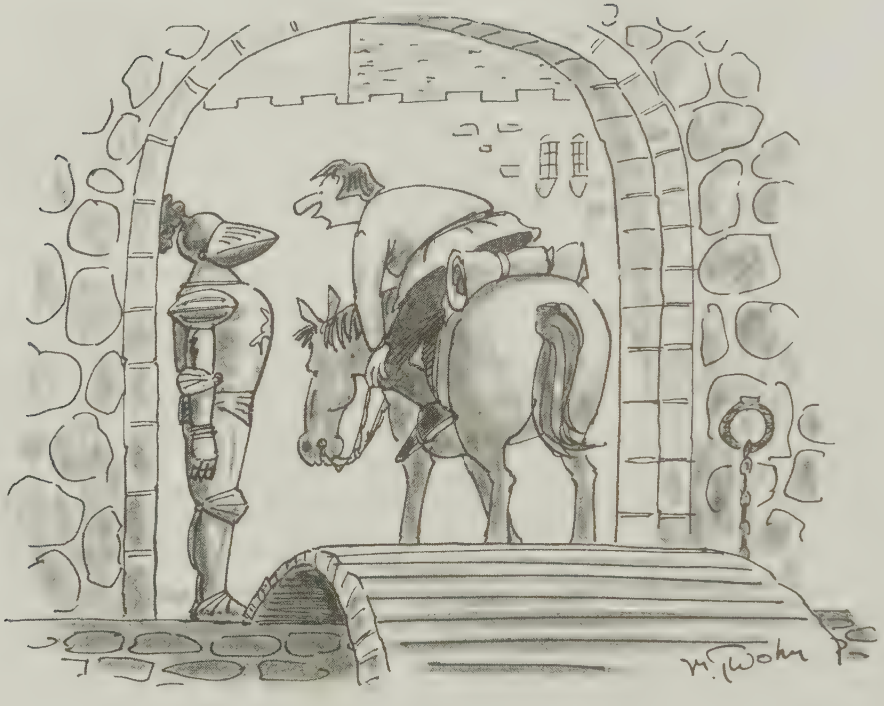
- Try to read beyond the words. Fill in details and information based on the writer's suggestions.
- Question yourself as you read. "Why is this person doing what she is doing?" you might ask as you read. "What can I infer from the scene?" Supply the answers on the basis of the writer's hints and your own experience.
- If a writer describes a person, try to understand the person from how she moves, what she says, what she looks like. You can infer things about character from the way a person behaves. Try to build a picture of the person in your mind; base your picture on the writer's description of action and appearance.
- If you find that you cannot easily answer a question about what you have read, remember to use inference skills. Return to the part of the reading where you expect the answer. Then see if the writer suggests something that you yourself have to supply in clearer terms.

EXERCISES

Inferring Details from Cartoons

A. Look at the cartoon on the next page. Use your inference skills to answer the following questions.

c 1. We may infer that the setting of this cartoon is
   a. Disneyland or Disneyworld.
   b. an old time Burger King or McDonalds restaurant.
   c. a castle entrance in medieval times.
   d. a Hollywood movie set.



"A large Coke and an order of fries."

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d 2. We may correctly infer that the figure at the left
   a. takes orders at a fast food restaurant.
   b. is a chef or waiter.
   c. is the owner of the property.
   d. is guarding the entrance of the property.

c 3. The man on the horse thinks that he is speaking to
   a. the owner of the property.
   b. his horse.
   c. a microphone connected to a fast food kitchen.
   d. a telephone for a restaurant take-out order.

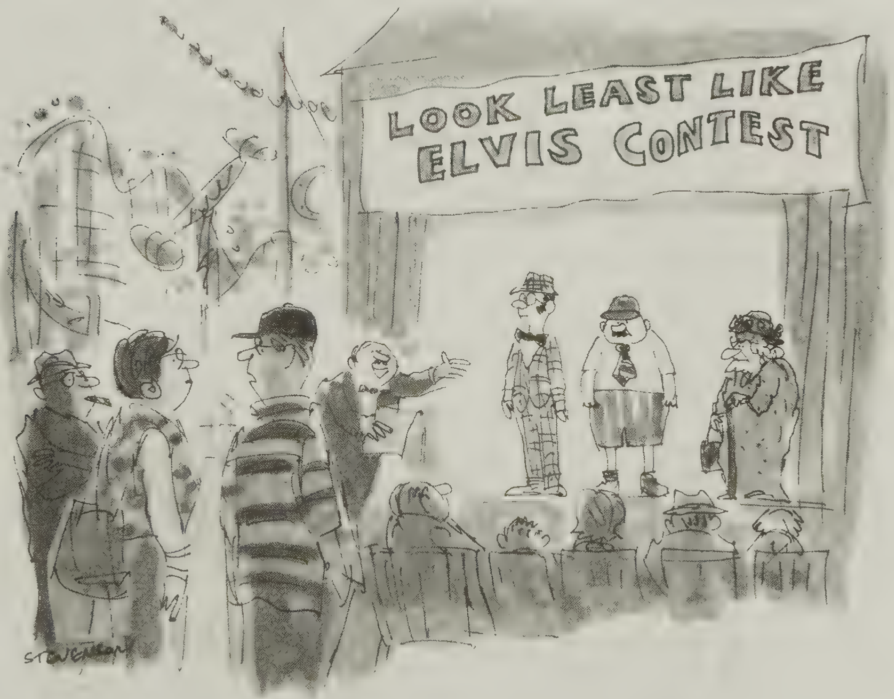
b 4. We may safely infer that a large Coke and an order of fries will
   a. be much too expensive for the horseman.
   b. not be available when the horseman arrives at his destination.
   c. be waiting at the entrance after the food preparers pack up the order.
   d. not be enough food for the man and his horse.

c 5. The humor in the cartoon results from
   a. the horseman's funny hair.
   b. the figure at the left standing so still.
   c. modern and medieval elements blending together in an unlikely situation.
   d. competition between McDonalds and Burger King in an old-fashioned setting.

B. Use your inference skills to answer the following questions about the cartoon below.

c 6. The cartoon takes place in
   a. a movie theater.
   b. a city square.
   c. an amusement park.
   d. a television studio.

b 7. We can infer that the people on stage are
   a. in an Elvis look-alike contest.
   b. in a "don't look like Elvis" contest.


LOOK LEAST LIKE ELVIS CONTEST
STEVENSON

"I think the Elvis business has just about run its course."

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c. workers in an amusement park.
d. professional entertainers.

8. What clues helped you infer the answer to question 7?

the wording of the banner;
appearance of the contestants

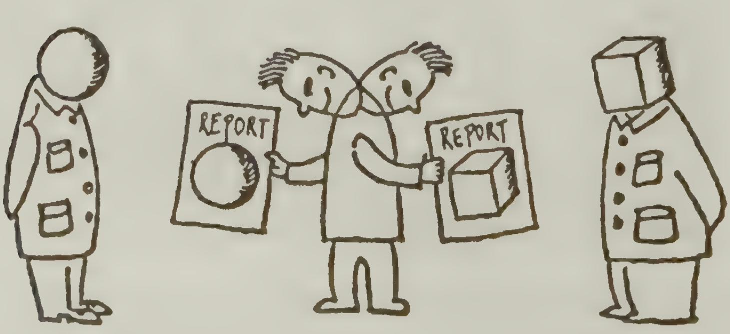
d 9. We can infer that the words at the bottom were spoken by
a. the contestants.
b. the master of ceremonies.
c. a member of the audience seated in the front row.
d. the male onlooker standing at the back.

c 10. We can infer that the speaker believes that
a. this is a new and interesting contest.
b. an amusement park is a place for fun.
c. there have been too many Elvis activities.
d. any business is good business.

Critical Thinking in Writing

How do you account for the ongoing popularity of Elvis Presley and for the look-alike contests and the conviction that Elvis still lives? Write a few paragraphs on the Elvis phenomenon.

C. Look at the cartoon below. Use inference to answer the questions.



b 11. The person in the middle
a. is the boss of the two people at the sides.
b. works for the two people at the sides.
c. is talking bluntly to the two people at the sides.
d. has two heads.

c 12. From the appearance of their heads, we can infer that the two people at the sides
a. are not pleased with the person in the middle.
b. think alike.
c. think differently.
d. cannot see the reports.

a 13. We can infer from the person's smile that he
a. is interested in being agreeable to his bosses.
b. is pleased with his work.
c. finds the way of thinking of the two people amusing.
d. is a practical joker.

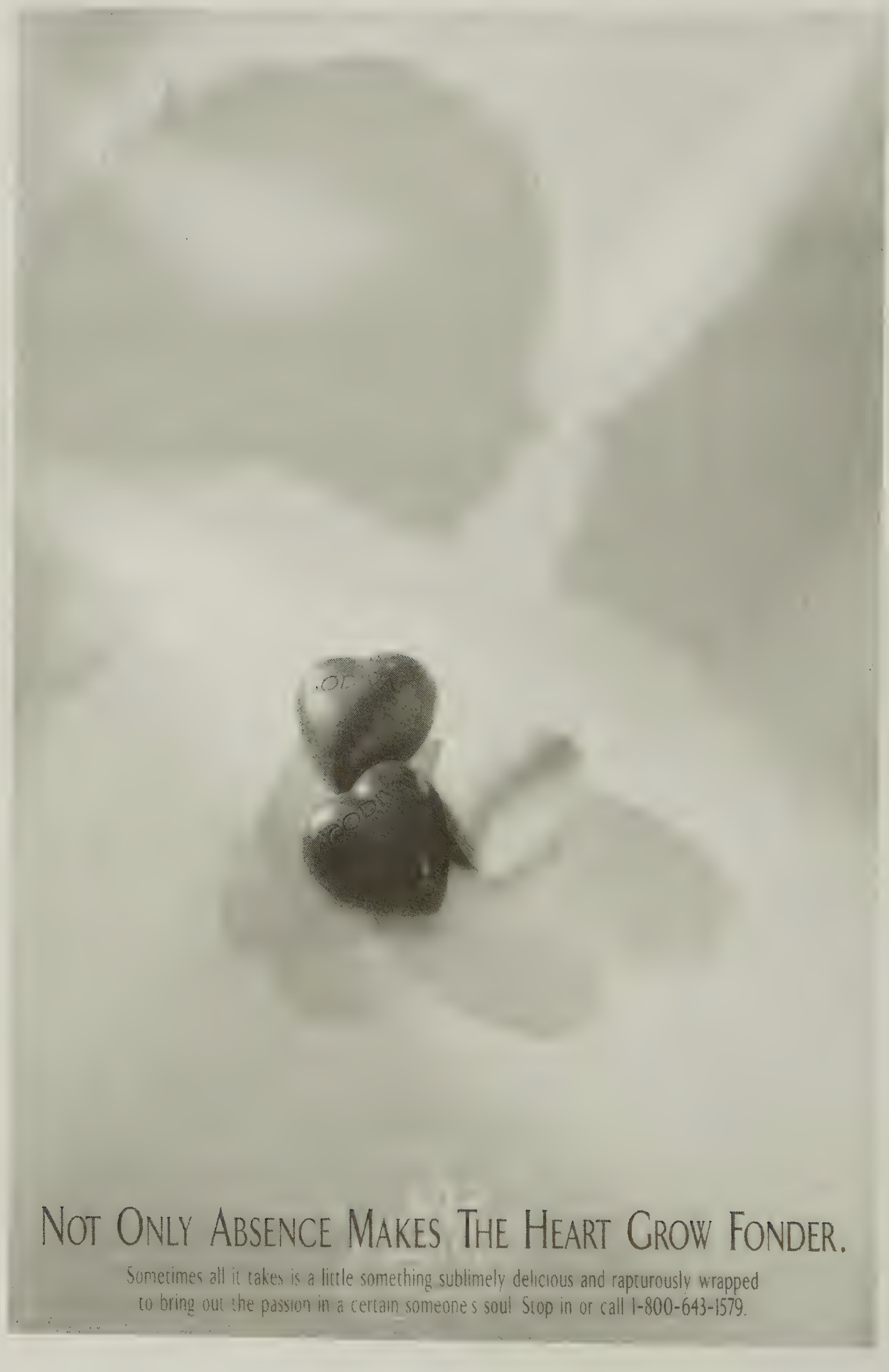
d 14. From the appearance of the reports, we can infer that the
a. reports are the same.
b. reports will not please the people receiving them.
c. person in the middle has worked hard on the reports.
d. person in the middle gives his two bosses what they want to read in his reports.

d 15. A good title for this cartoon would be
a. Putting a Square Peg in a Round Hole.
b. Always Keep Smiling.
c. Two Heads Are Better Than One.
d. How to Please All the People All the Time.

Inferring Details from an Advertisement

Use your skills at inferring information to answer questions about the advertisement on the next page. Think about what this advertisement is trying to suggest about romance and chocolate.

c 1. Which statement best reflects the main idea of this advertisement?
a. Chocolate is a good substitute for romance.
b. Chocolate is great, but it's no substitute for love.
c. Giving chocolates is a good way to promote romance.
d. Chocolate will help if your love is far away.



NOT ONLY ABSENCE MAKES THE HEART GROW FONDER.

Sometimes all it takes is a little something sublimely delicious and rapturously wrapped to bring out the passion in a certain someone's soul. Stop in or call 1-800-643-1579.

b 2. We can infer from the picture that the people shown as shadows are
a. far apart.
b. lovers.
c. people who really like chocolate.
d. friends.

d 3. We can infer that the shape of the chocolates was chosen because
a. all Godiva chocolates are shaped like hearts.
b. lovers traditionally send heart-shaped candies.
c. another shape wouldn't fit in the picture.
d. it reinforces the message of the advertisement.

c 4. What does the caption have to do with the ad?
a. It reminds the reader that people like chocolate.
b. It reminds the reader to send absent friends chocolate.
c. It reminds the reader that chocolate is a good gift for a lover.
d. It reminds the reader that absence makes the heart grow fonder.

a 5. How does the text below the caption reinforce the message of the ad?
a. It explains the value of sending chocolates to a lover.
b. It tells us why absence makes the heart grow fonder.
c. It explains why Godiva chocolates are shaped like hearts.
d. It tells us how to order chocolate by phone.

c 6. We can infer that the ad uses words like *sublimely* and *rapturously* because
a. these words clearly describe the taste of chocolate.
b. Godiva chocolates are made for smart people.
c. the ad is meant to appeal to educated readers.
d. the ad is intended to confuse readers.

d 7. Why are there three chocolates pictured in this ad?
a. There are only three chocolates in a box.
b. There is one chocolate for each person in the ad.
c. The three chocolates stand for past, present, and future.
d. They show the three kinds of heart-shaped chocolates Godiva makes.

Making Inferences from a Paragraph

Read the following selection, in which a former migrant worker describes the treatment he received. As you read, try to use inference skills. Then answer the questions after the selection.

> I began to see how everything was so wrong. When growers can have an intricate watering system to irrigate their crops but they can't have running water inside the houses of workers. Veterinarians tend to the needs of domestic animals but they can't have medical care for the workers. They can have land subsidies for the growers but they can't have adequate unemployment compensation for the workers. They treat him like a farm implement. In fact, they treat their implements better and their domestic animals better. They have heat and insulated barns for the animals but the workers live in beat-up shacks with no heat at all.
>
> — *Roberto Acuna*

1. Write in your own words the main idea of this selection.

The way migrant workers are treated by the growers is worse than it ought to be

b 2. We can infer that the author believes that
   a. migrant workers should stop complaining and get back to work.
   b. farm owners are mistreating workers.
   c. workers should be treated like farm tools.
   d. growers are unable to figure out how to supply migrant workers with running water.

a 3. The attitude of farm owners toward migrant workers is one of
   a. neglect.
   b. fairness.
   c. hostility.
   d. favoritism.

a ~~b~~ 4. What inferences can we draw from the passage about what motivates the farm owners?
   a. Workers can be replaced easily at no cost to owners.
   b. Farm owners are cruel people who like to make others suffer.

c. The government causes farm owners to mistreat their help by paying them money to do so.
d. Farm owners can't distinguish between humans and animals.

Making Inferences in a Textbook Selection

Read the following paragraph, using your inference skills to answer the questions after the selection.

> Whereas family relationships may constitute a child's first experience of group life, peer-group interactions soon begin to make their powerful socializing effects felt. From play group to teenage clique, the peer group affords young people many significant learning experiences—how to interact with others, how to be accepted by others, and how to achieve status in a circle of friends. Peers are equals in a way parents and their children or teachers and their students are not. A parent or teacher sometimes can force young children to obey rules they neither understand nor like, but peers do not have formal authority to do this; thus the true meaning of exchange, cooperation, and equity can be learned more easily in the peer setting. Peer groups increase in importance as the child grows up and reach maximum influence in adolescence, by which time they sometimes dictate much of a young person's behavior both in and out of school. Some researchers believe that peer groups are more important now than in earlier periods—partly because some children have little close contact with their parents and few strong linkages with the larger society.
>
> —*Allan C. Ornstein and Daniel V. Levine*

a 1. What is the main idea of this paragraph?
a. Peer groups are powerful influences in children's lives.
b. Peer groups have greater influences on children than their parents do.
c. Peer groups are important.
d. Parents can force children to do things that a peer group cannot.

d 2. We may infer that the power of peer influence has much to do with
a. children's anger at their parents.
b. the desire to be like everyone else.
c. the negative forces in society.
d. the sense of equality among the group members.

b 3. We may infer that children with close contact with their parents will probably
a. enjoy their lives more.
b. be less influenced by the power of peer groups.
c. be ordered to do things they do not want to do.
d. not learn how to interact with others.

c 4. Which age child may we infer will most feel the importance of a peer group?
a. a six-year-old
b. a four-year-old
c. a fourteen-year-old
d. a nine-year-old

c 5. We may infer that peer group influences on a child are
a. largely negative.
b. impossible to determine.
c. largely positive.
d. usually unwanted by parents.

Making Inferences

Read the following selection about the law code of King Hammurabi and then answer the questions that follow.

> The law code of King Hammurabi offers a wealth of information about daily life in Mesopotamia. Hammurabi's was not the first law code in Mesopotamia; indeed the earliest goes back to ca. 2100 B.C. Yet, like earlier lawgivers, Hammurabi proclaimed that he issued his laws on divine authority to "establish law and justice in the language of the land, thereby promoting the welfare of the people." His code may seem harsh, but it was no harsher than the Mosaic law of the Hebrews, which it heavily influenced. Hammurabi's code inflicted such penalties as mutilation, whipping, and burning. Today in parts of the Islamic world these punishments are still in use. Despite its severity, a spirit of justice and a sense of responsibility pervade the code. Hammurabi genuinely felt that his duty was to govern the Mesopotamians as righteously as possible. He tried to regulate the relations of his people so that they could live together in harmony.
>
> Hammurabi's code has two striking characteristics. First, the law differed according to the social status of the offender. Aristocrats were not punished as harshly as commoners, nor commoners as harshly as slaves. Even slaves had rights, however, and received some protection under the law. Second, the code

demanded that the punishment fit the crime. Like the Mosaic law of the Hebrews, it called for "an eye for an eye, and a tooth for a tooth," at least among equals. However, an aristocrat who destroyed the eye of a commoner or slave could pay a fine instead of losing his own eye. Otherwise, as long as criminal and victim shared the same social status, the victim could demand exact vengeance.

— John P. McKay, Bennett D. Hill, and John Buckler

1. In your own words, write the main point that the writer makes about the inequality of Hammurabi's laws.

Punishment varied according to the social status of the offender

d 2. We can infer that in Hammurabi's kingdom
   a. aristocrats were more important than commoners and slaves.
   b. aristocrats were the largest portion of the population.
   c. aristocrats were more concerned about slaves than commoners.
   d. aristocrats were the authors of the law.

b 3. Why does the writer mention that parts of Hammurabi's laws are still in use?
   a. to show how primitive certain parts of the world still are
   b. to show that the laws were a fundamentally good idea
   c. to show how much he knows about international law
   d. to show the need to reform legal systems

b 4. We can infer that the writer believes that Hammurabi's laws were
   a. the first code of law.
   b. a major step in developing a legal system.
   c. not as good as the Hebrew laws.
   d. better for slaves than other codes of law.

Making Inferences

Read the following selection about the ocean, using inference skills. Then answer the questions after the selection.

The ocean cannot be dissociated from any of our problems. Though not always properly "billed," it is nonetheless a vital actor in the "production" of climate, storms, agriculture, health, war and peace, trade, leisure, and creative art. It is not merely a weather-regulating system and a source of food, cattle feed, fuel, and minerals. More generally, it absorbs vast quantities of the carbon dioxide generated by the combustion of fossil fuels, it releases a major part of the oxygen we breathe, and it acts as a powerful buffer to slow down or to avoid such calamities as quick variations in the sea level. Moreover, the human body is made up of much more water than all its components combined. A dehydrated human being would weigh little more than 30 pounds. Our flesh is composed of myriads of cells, each one of which contains a miniature ocean, less salty than today's ocean but comprising all the salts of the sea, probably the built-in heritage of our distant ancestry, when some mutating fish turned into reptiles and invaded the virgin land.

— *Jacques Cousteau*

1. What main point is the writer trying to make about the ocean?

The ocean affects every part of the world

a 2. We can infer that the writer believes that
   a. the ocean does not always get the attention it should as human beings try to solve their problems.
   b. the ocean is polluted.
   c. people should do more to investigate the ocean's resources.
   d. the ocean is not a weather-regulating system.

d 3. Between the physical makeup of the ocean and the human body, Cousteau believes that
   a. there is not much of a relationship.
   b. there is no evidence to suggest a relationship.
   c. we must study the possible relationships.
   d. there is a very close relationship.

d 4. According to the writer, which of the following can we infer are affected by the ocean?
   a. paintings
   b. tourism
   c. hurricanes
   d. all of the above

SELF-TEST
Making Inferences

Read the selections below and write the answers to the questions in the space provided. Count 10 points for each correct answer.

> Relationships, and particularly issues of dependency, are experienced differently by women and men. For boys and men, separation and individuation are critically tied to gender identity since separation from the mother is essential for the development of masculinity. For girls and women, issues of femininity or feminine identity do not depend on the achievement of separation from the mother or on the progress of individuation. Since masculinity is defined through separation while femininity is defined through attachment, male gender identity is threatened by intimacy while female gender identity is threatened by separation. Thus males tend to have difficulty with relationships, while females tend to have problems with individuation.
>
> —*Carol Gilligan*

a 1. From this paragraph we may infer that men and women experience relationships differently because
   a. of the ways in which they develop gender identification.
   b. of the ways in which their parents treated them.
   c. the sexes never see eye to eye.
   d. they have not separated from their mothers.

b 2. The writer believes that
   a. men should be more dependent.
   b. men experience themselves as more independent than women.
   c. women should be more independent.
   d. women experience themselves as more independent than men.

d 3. We may infer that males who do not separate from their mothers
   a. best understand the female experience.
   b. attach themselves to women.
   c. will separate from their fathers.
   d. may not develop masculinity.

b 4. We may infer from this writer that women who do not separate from their mothers
   a. experience relationships in much the same way as women who do.
   b. develop normal female gender identity.
   c. develop aggressive behaviors.
   d. ultimately separate from the father.

d 5. We may infer from this writer that people who have problems with either relationships or individuation may trace these problems to
   a. unhappy childhoods.
   b. mothers who were overprotective during early stages of development.
   c. the absence of fathers or other male figures in the early years of their lives.
   d. predictable gender identity behaviors.

Few children have been treated to what the novelist Margaret Atwood calls "the complete Grimm," that unexpurgated collection of "The Nursery and Household Tales" in which "every blood-stained ax, wicked witch and dead horse is right there, where the Brothers Grimm set them down, ready to be discovered by us." Our cultural definition of fairy tales as bedtime reading for children has blinded us to what was at stake when these stories were first told.

Once upon a time, fairy tales—now ubiquitous in a holiday season offering us everything from "The Nutcracker" to "Peter Pan" to the Young Vic in their hard-edged "Grimm Tales"—were adult entertainment. These narratives, with their cruel and ribald touches, enlivened long winter evenings devoted to repairing tools, mending clothes or spinning yarn. To keep everyone awake, folk raconteurs relied on earthy realism, blood-curdling melodrama, comic excesses and bawdy humor. They appealed directly to their listeners' imaginations by indulging in fantasies of romance and revenge to undo some of the oppressive anxieties of everyday life and the tedium that marked the realm of work.

When Jacob and Wilhelm Grimm started collecting folk tales in the early part of the 19th century, they saw their effort as a way to build German national identity by capturing the "pure" poetic voice of the common people, or Volk. Somehow, they neglected to note that scenes charged with sadistic violence might not reflect so well on the character of that Volk. Snow White's stepmother, for example, dances to death in red-hot iron shoes; doves peck out the eyes of Cinderella's stepsisters;

Gretel shoves the witch into the oven, bolts the door and listens to the old woman's howls as she "burns miserably to death."

—*Maria Tatar*

c 6. What is the main idea of this selection?
- a. Most children enjoy fairy tales at holiday time.
- b. The Grimm brothers collected folk tales in Germany to capture the voice of the people.
- c. In their violence and realism fairy tales developed as adult narrative entertainment.
- d. Margaret Atwood helped edit the latest collection of the famous *Grimm Tales*.

a 7. We may infer from the selection that if life were less tedious and anxiety-ridden in olden times, fairy tales might
- a. not have developed in the form we know them.
- b. better suit the imagination of children.
- c. be told by the Grimm brothers from some country other than Germany.
- d. be replaced by gentler tales like Peter Pan.

c 8. We may infer that as a trait for national character, this writer believes that sadistic violence is
- a. well-suited to German conquerors.
- b. what attracted the Grimm brothers to their project.
- c. not a positive characteristic.
- d. a defining quality for people everywhere.

b 9. According to the selection, despite their vicious qualities, fairy tales
- a. continue to be invented anew with each passing generation.
- b. are still a major feature in children's entertainment.
- c. encourage all peoples to punish villains and evil-doers.
- d. known for their gentler, more humorous sides.

d 10. We may infer from the selection that *The Nutcracker* and *Peter Pan* are
- a. entertainment meant for adults.
- b. stories from the Grimm's *The Nursery and Household Tales.*
- c. part of the pure poetic voice of the Volk.
- d. rooted in the elements of fairy tales.

Score: ______ correct × 10 points each = ______

Understanding Figurative Language

To make language clearer, more interesting, and more vivid, we all use expressions that are not literally true. We make comparisons in speaking and writing. *Figurative language* — language that compares — paints a picture.

People frequently use figurative expressions when they speak:

1. "I worked *like a dog* last night!"
2. "Either spend that fifty dollars or put it in the bank. You can't *have your cake and eat it too.*"
3. "I told him to stop *bugging me.*"

None of these expressions is *literal* — that is, not one means exactly what it says. The speakers are not really talking about dogs, cake, or bugs.

In example 1, the speaker tries to show how hard she worked. She compares herself to a dog to achieve the effect she wants.

In example 2, the person is saying that you cannot both use something up and keep it to use later. He states a familiar figurative expression. With it he compares the person he's talking to with someone who wants to eat a piece of cake and, at the same time, to save it for later — an impossible thing to do.

In example 3, the speaker compares someone to an insect, even though she is really talking about a person. The expression *bugging me* suggests that the person is behaving like an annoying bug — a mosquito, perhaps, or an ant.

With informal and familiar figurative expressions like these, you rarely see a picture in your mind as a result of the comparisons being made. But writers who use *original* figurative language expect you to picture the comparisons they make so that you can see something more easily. Look at these two statements:

4. A yellow light was slanting over the high walls into the jail yard.
5. "A sickly light, like yellow tinfoil, was slanting over the high walls into the jail yard." (George Orwell)

In example 4, the writer certainly has painted a picture for the reader. You can see the jail yard, the high walls, and the yellow light slanting over it. There are no figurative expressions here; the description is literal. But in example 5, because of figurative language, the picture is much more vivid. You know that light cannot be ill (only living things like people or animals can get sick). Yet by calling the light *sickly* — comparing it to a living thing — Orwell makes us see unhealthfulness in the scene. Then he makes the picture even clearer by comparing the light to yellow tinfoil. Of course, there is no tinfoil here. You would not expect there to be any on the walls outside a prison. But by means of the comparison, the writer is trying to paint an original picture in your mind. If you have ever seen (or can imagine) yellow tinfoil, you can picture the kind of light Orwell wants you to see as it slants over the jail yard walls.

Writers have many ways of using figurative language to create vivid pictures. Sometimes nonhuman things are given human features (a kind of comparison called *personification)*:

6. The sun *yawned* through the trees. (The sun is being compared to a person yawning.)
7. An idea *spoke* to him, *racing through* his mind. (The idea has the quality of a living thing: it speaks and races.)

Sometimes we make comparisons using the word *like* or the word *as* (a kind of figurative expression called a *simile*):

8. The tree bent in the wind *like an old man praying*. (A tree is compared to an old man at prayer.)
9. The moon looked *as white as a skull*. (The moon's color is being compared to the color of a skull.)

Some comparisons are only suggested. One of two objects being compared is said to *be* the other object, but the things compared are usually quite different from each other. (Implied comparisons like those that follow are called *metaphors*.)

10. His *blackberry* eyes darted nervously. (The eyes are being compared to blackberries — small and black.)

11. A brown, withered *leaf of a hand* fluttered gently on her lap and then lifted up to wipe a tear away. (The hand is being compared to a leaf to suggest frailty and the approaching end of life.)

For special effects, we exaggerate some comparisons (a figurative expression that exaggerates is called *hyperbole*):

12. He roared with the force *of a thousand lions*. (The force of his roar is exaggerated by being compared to the roars of lions.)

In newspapers, magazines, and textbooks, you can expect to find figurative language to make a point clearer or more lively, or often both. In poetry and other forms of creative writing, writers often use figurative language in subtle and complex ways. As a reader, you must recognize figurative expressions so that you can understand a writer's point fully.

Understanding Figurative Language

- Make sure that you are aware that the writer is making a comparison. In example 11, the writer is talking about a woman's hand, not a leaf. The writer has not changed the topic suddenly to a discussion of leaves. The writer is simply making the description more vivid by comparing the hand to something else.
- Keep in mind just what is being compared to what. Don't lose the basic point by getting confused about the comparison and forgetting what the writer is explaining in the first place. In example 8, you are supposed to see the tree better because it looks like an old man at prayer; you should not, however, expect to read anything further about religion or praying. (There are, however, *extended metaphors*, which carry the implied comparisons further. Especially in poetry, you should watch for additional words that continue and extend a simple comparative theme.)
- Look for the words *like* and *as*, which often introduce comparisons.
- Try to figure out why the writer has made the comparison. Why, in example 6, is the sun compared to a person yawning? Why, in example 9, is the moon compared to a skull?

EXERCISES

Understanding Figurative Language

Each of the following sentences makes a comparison. Explain in your own words what the comparison means. Tell also why you think the writer makes the comparison. Use a separate sheet of paper to record your answers. .

1. An aged man is but a paltry thing,
A tattered coat upon a stick . . .

— William Butler Yeats

2. Grammar is somewhat like a freshly caught fish. Take it in your hands to wash it in the stream; two wriggles and it is gone.

— Charlton Laird

3. Blow, blow thou winter wind,
Thou art not so unkind
As man's ingratitude . . .

— William Shakespeare

4. Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.

— Emily Dickinson

5. Old dough-faced women with black shawls
Drawn down tight kneel in the stalls.
Cold yellow candle-tongues, blue flame
Mince and caper as whispered calls
Take wing up to the Holy Name.

— Seamus Heaney

6. I love bright words, words up and singing early;
Words that are luminous in the dark, and sing;
Warm lazy words, white cattle under trees.

— Elinor Wylie

7. How soon hath time, the subtle thief of youth,
Stolen on his wing my three and twentieth year!

— John Milton

8. Telephone poles were stacked along the road like pick-up sticks.

—*Michael Knight*

9. Jacob's adorable blond head had grown too heavy for him to hold up, and he had little control of his limbs, which hung at his sides, making him floppy like a rag doll.

—*Michael Winerip*

10. The mysterious East faced me, perfumed like a flower, silent like death, dark like a grave.

—*Joseph Conrad*

Common Figurative Expressions

On a separate sheet of paper, explain the meaning of the figurative expressions that appear in italics.

1. You may not like this, but *the bottom line* is that unless your grades improve, you can't buy a television.
2. We'd like to get *feedback* and *input* from you on this project.
3. Jason's mother gave him a lot of *static* about his coming home late last night.
4. My brother Kevin *eats like a horse* and *sleeps like a log.*
5. After the checkup, the doctor declared Mr. Shapiro to be *strong as an ox.*

More Figurative Language

Read the following passage about what a young woman named Esperanza thinks about her name. Notice the many ways the writer uses figurative language. Then, explain the figurative expressions listed after the selection.

> In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.
>
> It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse — which is supposed to be bad luck if you're born female — but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window all her life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something like silver, not quite as thick as my sister's name Magdalena which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

— *Sandra Cisneros*

1. "My name is . . . a muddy color." ____________________

____

2. "My great-grandmother . . . a wild horse of a woman."

____

____

3. "[M]y great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier."

____

____

4. "At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth." __________

____

____

5. "But in Spanish my name is made out of a softer something like silver." ______________________________

____

Critical Thinking in Writing

If you could change your name, would you? To what? Why? Write a few paragraphs in which you explain why you would either change your name or keep it the same.

SELF-TEST
Understanding Figurative Language

Read the selection below and write the letters of the correct answers in the spaces provided. Count 10 points for each correct answer.

The Brown Wasps

There is a corner in the waiting room of one of the great Eastern stations where women never sit. It is always in the shadow and overhung by rows of lockers. It is, however, always frequented—not so much by genuine travelers as by the dying. It is here that a certain element of the abandoned poor seeks a refuge out of the weather, clinging for a few hours longer to the city that has fathered them. In a precisely similar manner I have seen, on a sunny day in midwinter, a few old brown wasps creep slowly over an abandoned wasp nest in a thicket. Numbed and forgetful and frost-blackened, the hum of the spring hive still resounded faintly in their sodden tissues. Then the temperature would fall and they would drop away into the white oblivion of the snow. Here in the station it is in no way different save that the city is busy in its snows. But the old ones cling to their seats as though these were symbolic and could not be given up. Now and then they sleep, their gray old heads resting with painful awkwardness on the backs of the benches.

Also they are not at rest. For an hour they may sleep in the gasping exhaustion of the ill-nourished and aged who have to walk in the night. Then a policeman comes by on his rounds and nudges them upright.

"You can't sleep here," he growls.

A strange ritual then begins. An old man is difficult to waken. After a muttered conversation the policeman presses a coin into his hand and passes fiercely along the benches prodding and gesturing toward the door. In his wake, like birds rising and settling behind the passage of a farmer through a cornfield, the men totter up, move a few paces and subside once more upon the benches.

One man, after a slight, apologetic lurch, does not move at all. Tubercularly thin, he sleeps on steadily. The policeman does not look back. To him, too, this has become a ritual. He will not have to notice it again officially for another hour.

Once in a while one of the sleepers will not awake. Like the brown wasps, he will have had his wish to die in the great droning center of the hive rather than in some lonely room. It is not so bad here with the shuffle of footsteps and the knowledge that there are others who share the bad luck of the world. There are also the whistles and the sounds of everyone, everyone in the world, starting on journeys. Amidst so many journeys somebody is bound to come out all right. Somebody.

Maybe it was on a like thought that the brown wasps fell away from the old paper nest in the thicket. You hold till the last, even if it is only to a public seat in a railroad station. You want your place in the hive more than you want a room or a place where the aged can be eased gently out of the way. It is the place that matters, the place at the heart of things. It is life that you want, that bruises your gray old head with the hard chairs; a man has a right to his place.

—*Loren Eiseley*

______ 1. The topic of this selection is
   a. waiting rooms in Eastern train stations.
   b. brown wasps at an old nest.
   c. abandoned, poor old men.
   d. police brutality.

______ 2. The writer compares brown wasps to
   a. the corner of a waiting room in a train station.
   b. an abandoned wasp nest in a thicket.
   c. dying old men seeking shelter at night.
   d. women who never sit still.

______ 3. The phrase "to the city that has fathered them" means that
   a. all the old men were born in the city.
   b. the city has created the condition of the old men.
   c. the men arrived in the city at the train station.
   d. the wasps were active in the city train terminal.

______ 4. When he calls the hum of the wasp hive "numbed and forgetful and frost-blackened," the writer is using which figure of speech?
   a. personification
   b. simile
   c. hyperbole
   d. all of the above

_______ 5. The sentence "But the old ones cling to their seats as though these were symbolic and could not be given up" (lines 14–16) is an example of

a. simile.
b. metaphor.
c. personification.
d. hyperbole.

_______ 6. The words "he growls" to indicate the policeman's remarks in an example of

a. personification.
b. hyperbole.
c. simile.
d. metaphor.

_______ 7. With the words "he growls" the writer compares the policeman's voice to the

a. roar of the train in the station.
b. buzz of the brown wasps at their nest.
c. snarl of a dog.
d. snore of sleeping men.

_______ 8. The word *wake* (line 26) means a visible track or path left behind, like something moving through water. The writer uses that word here as a metaphor to show the

a. sadness of the men.
b. emptiness of the train station.
c. sad fate of the wasps.
d. powerful presence of the policeman.

_______ 9. The sentence that begins in line 26 compares the

a. old men to birds in a cornfield.
b. farmers to birds in a cornfield.
c. policeman to farmers.
d. old men to train station benches.

_______ 10. The comparison in line 26 is an example of

a. hyperbole.
b. metaphor.
c. personification.
d. simile.

Score: _______ correct × 10 points each = _______

Drawing Conclusions and Predicting Outcomes

Careful readers *interpret* what they read; that is, they try to explain and to understand ideas brought out by their reading. One way to build your skill at interpreting is to try to draw conclusions from what a writer tells you.

A reading selection gives you information about a topic. Good readers are able to use that information on their own in order to know what to expect next. Paragraphs or larger readings present information to support a topic, but they do not always state all the possible results of the events the writer discusses. In fact, if you must answer questions after you read, those questions often involve conclusions you must draw on your own.

But before you think of larger units like paragraphs or whole essays, it's useful to think about drawing conclusions from parts of individual sentences. Sometimes you can predict the outcome of a sentence — that is, you can make a reasonably accurate guess about how the sentence will end. You can use this skill to help you see how to draw conclusions and to predict outcomes in longer works.

Which word group from the choices given would you select to complete the following sentence?

> If you keep reading books with small print in such dim light,
>
> a. you'll never pass your exam.
> b. you may not learn the meaning of important words.
> c. you may strain your eyes.
> d. you should play some music on the radio.

We can reasonably guess that *c* is the correct ending of the sentence. In fact, the only logical selection we can make from the choices given here is *c*.

We can tell from the word *if* that the writer is setting up conditions that will affect the outcome of the sentence. From the words in the sentence and from our own experiences, we know that small print and dim lighting can indeed lead to eyestrain. Although we cannot be absolutely certain that the writer had that point in mind, choice *c* would be a safe one.

Even though there may be some truth in the other choices, not one logically develops from the rest of the sentence. Choice *a* is not as good a choice as *c* because some people could pass an exam even though they read small print in poorly lit rooms. Similarly, you'd have to reject *b;* although you might have to squint, you could determine word meanings even if you read under poor conditions. Also, nothing in the first part of the sentence helps us predict that music would satisfy the meaning that the writer is aiming for. True, dim lighting and music sometimes go together, but in this example playing music is not a logical outcome, so choice *d* would be incorrect.

If you followed the preceding explanation, you have some idea about how to draw conclusions or to predict outcomes even in paragraphs and longer selections. You have to put together facts and details logically in your own mind in order to draw the right conclusions. You have to think ahead to events or ideas that might come from information the writer gives, information that forces you to *predict* how things come out. Even though you might not know for sure, you have to use evidence you find in your reading to forecast what will happen.

Read this selection about birds following a ship at sea. Answer the questions after the selection, which involve drawing conclusions.

> Ever since our departure, the seagulls have been following our ship, apparently without effort, almost without moving their wings. Their fine, straight navigation scarcely leans upon the breeze. Suddenly, a loud plop at the level of the kitchens stirs up a greedy alarm among the birds, throwing their fine flight into confusion and sending up a fire of white wings. The seagulls whirl madly in every direction and then with no loss of speed drop from the flight one by one and dive toward the sea. A few seconds later they are together again on the water, a quarrelsome farmyard that we leave behind, nesting in the hollow of the wave, slowly picking through the manna of the scraps.
>
> *Albert Camus*

_______ 1. The seagulls are following the ship because
   a. the men are playing with them.
   b. they are angry at the noises from the ship.
   c. they are hungry.
   d. they are confused.

_______ 2. The "loud plop at the level of the kitchens" is probably
   a. the sound of a dead bird falling from the sky.
   b. the drop of the engine or anchor to slow the ship down.
   c. a man falling overboard.
   d. the sound of leftover food hitting the waves.

_______ 3. The men probably throw scraps overboard because
   a. they have to get rid of unwanted garbage and leftovers.
   b. they like the seagulls.
   c. the seagulls are hungry.
   d. the seagulls annoy them.

_______ 4. The men will probably
   a. try to shoot one of the birds.
   b. travel on, leaving the gulls to their meal.
   c. feed the birds whenever the birds are hungry.
   d. shout and make noises to keep the annoying birds away.

We can tell from the way the birds behave at the end that they were probably hungry and are following the ship for food; therefore, answer *c* is correct for question 1.

From the plopping sound near the kitchen, we conclude that someone has thrown food overboard and pick answer *d* for question 2.

In question 3, we can reach a conclusion from the way the men behave. Nothing in the paragraph suggests how they feel about the gulls; we don't know if the men like the birds or are annoyed by them. We also do not know whether the men know if the seagulls are hungry or even whether the men *care* that the birds may be hungry. The only safe conclusion is that the men want to dispose of their garbage: Answer *a* is correct for question 3.

In like manner, the only thing we can predict about a future event is that the men will leave the birds behind as the ship moves forward. For question 4, only *b* is an appropriate conclusion to draw.

How to Form Conclusions and Predict Outcomes

- Be sure you know the main idea of the selection.
- Be sure you understand all the facts or details that the writer gives to support the idea.
- Check on difficult vocabulary. Did you use *context clues* to figure out that *manna* had something to do with food? (Food supplied as if by a miracle — like the food that came to the Jews in the wilderness — is called *manna.*)
- Look out for the logic of action. Did you follow the *sequence* ? Did you put events together in the right order of time or place to help you predict what would happen?
- Look at the way people are described. Can you tell from their personalities — from the way they think and feel — just how they might act?
- Ask yourself after you read: What will happen as a result of these actions or events?
- Be careful to build your conclusion on evidence you find in what you read and not exclusively on your own opinions, likes, and dislikes. Be careful not to read too much into a piece. Of course you need to rely on your own experience to help you figure out how things may happen. But most of your conclusions must be based on what you read in the selection.

EXERCISES

Predicting Outcomes of Sentences

Try to determine the outcome for the following statements. In your own words, state what you feel would be a logical ending to finish each sentence. Be prepared to defend your choice. Write your sentence ending in the space provided.

1. If baseball players keep getting more expensive contracts, then the price of tickets ______________________________

____.

2. If Janice keeps arguing with the boss about every rule and procedure she has to follow on the job, she ______________ ____.

3. If Bob keeps up with the assignments and keeps asking questions, even though he is not the top student in the class, he will probably ____ ____.

4. When Dad discovered hornets had built a nest in the garage, he ____ ____.

5. Every time I play my music too loudly after eleven, my roommate ____ ____.

Drawing Conclusions and Predicting Outcomes

Read the following selection to see what kind of instruction children may need in order to learn to read. Answer the questions that follow.

> A child takes great pleasure in becoming able to read some words. But the excitement fades when the texts the child must read force him to reread the same word endlessly. Word recognition — "decoding" is the term used by educational theorists — deteriorates into empty rote learning when it does not lead directly into the reading of meaningful content. The longer it takes the child to advance from decoding to meaningful reading, the more likely it becomes that his pleasure in books will evaporate. A child's ability to read depends unquestionably on his learning pertinent skills. But he will not be interested in learning basic reading skills if he thinks he is expected to master them for their own sake. That is why so much depends on what the teacher, the school, and the textbooks emphasize. From the very beginning, the child must be convinced that skills are only a means to achieve a goal, and that the only goal of importance is that he become

literate — that is, come to enjoy literature and benefit from what it has to offer.

— *Bruno Bettelheim and Karen Zelan*

_______ 1. As the writers use it, the word *decoding* means
   a. figuring out secret languages.
   b. empty rote learning.
   c. educational theorists.
   d. learning to read individual words.

_______ 2. From the writers' point of view we can conclude that a child who reads mainly by rote decoding will
   a. learn how to read intelligently.
   b. never learn how to read.
   c. not gain much joy and satisfaction from reading.
   d. come to enjoy literature later in life.

_______ 3. We can conclude from this selection that as a skill, decoding is
   a. worthless.
   b. important only as a part of a larger effort to enjoy literature.
   c. supported by teachers, schools, and textbooks as the most important reading skill.
   d. still being explored as a new area for teaching reading.

_______ 4. If the writers examined a children's reading text that read "Run, Jim, run. Run to Tim. Tim and Jim run to Tom," we could predict that they would
   a. disapprove quite strongly.
   b. approve enthusiastically.
   c. have no real opinion one way or the other.
   d. want teachers and parents to read the text aloud to children.

Drawing Conclusions from a Science Textbook Selection

Read this paragraph about an important scientific invention. Answer the questions afterward by drawing conclusions and predicting outcomes.

Science

The *resolving power* of an optical instrument, such as a telescope or a microscope, is the measurement of its ability to distinguish clearly between two different things. Anton van Leeuwenhoek

(1632–1723) is listed in the *Biographical Dictionary of Outstanding Men* because he was the first to arrange simple lenses as a primitive microscope and call the attention of the Royal Society of London to living forms in a drop of water. Up to that moment, his usefulness to society had been as a family man and custodian. Leeuwenhoek's invention helped the human eye to distinguish clearly among living protozoa, very small single cell animals. This was a simple beginning that led to more sophisticated generations of instruments and incredible advances in science and medicine.

— *John W. Harrington*

_______ 1. The main point in this selection is to
- a. define *resolving power.*
- b. discuss Leeuwenhoek's contribution to improving the resolving power of optical instruments.
- c. explain the ability of the human eye to see one-celled animals.
- d. call the attention of the Royal Society of London to living forms in a drop of water.

_______ 2. We can conclude from this selection that the better the resolving power of a microscope or telescope, the
- a. more sophisticated the instrument.
- b. more important Leeuwenhoek's family life.
- c. less we need to rely on the human eye in scientific observations.
- d. more protozoa in a drop of water.

_______ 3. It is correct to assume that a direct outcome of Leeuwenhoek's primitive microscope was
- a. the growth of the Royal Society of London.
- b. his increased usefulness as a family man and custodian.
- c. his improved ability to arrange simple lenses.
- d. the high-powered microscopes and telescopes in use today.

Conclusions and Outcomes in Textbooks

Read these textbook selections and use your skill at drawing conclusions to answer the questions.

Career Planning

For many workers, especially professionals and craftspersons — though often other workers as well — the most important element in job satisfaction is the nature of the tasks to be accomplished. They are primarily interested in the work itself, and if they can have control over their share of it and see how it contributes to some larger task or to the good of society, they are happy. Anyone from a trash collector to a physician can have this sense of doing meaningful work. Auto mechanics, dentists, and others may be fascinated by the details of the tasks they are performing, while others look to the effect their work has on society. There is an old story about two ditch diggers. When a passerby asked the first one what he was doing, he replied, "I am digging a ditch." The second one said, "I am building a cathedral." It is very much a matter of perspective.

Some tasks, however, have become so narrow and routine that no one could find either intrinsic interest or social relevance in performing them. Tightening the third bolt on the left side of every widget is hardly interesting or inspiring. Some companies are beginning to restructure such jobs so that each worker has responsibility for a meaningful group of tasks.

— Bruce Shertzer

_______ 1. The topic of this selection is
   a. tightening bolts on widgets.
   b. jobs in America.
   c. job satisfaction.
   d. digging ditches for cathedrals.

_______ 2. What is the main idea of this selection?
   a. Some job tasks are narrow and routine.
   b. Auto mechanics are fascinated by the details of their jobs.
   c. Workers generally dislike their work.
   d. If the tasks are satisfying, people can enjoy their work.

_______ 3. From this selection, we may predict that if we offered a satisfied trash collector a higher-paying job tightening bolts on widgets, he or she would
   a. choose the higher-paying position.
   b. choose to stay with trash collecting.
   c. prefer training as an auto mechanic.
   d. do anything other than ditch-digging.

_______ 4. We may conclude that the ditch digger who said he was building a cathedral
   a. had a vivid imagination.
   b. was working for a local church.
   c. was seen as slightly mad by his ditch-digging friend.
   d. had a great deal of job satisfaction.

______ 5. We may conclude that an employer who wants to keep workers satisfied should
   a. give them a sense of responsibility for meaningful work.
   b. concentrate on improved wages and retirement and health benefits.
   c. ensure that managers are supervising employees well.
   d. create narrow and routine jobs to limit problems and errors.

Government

As in other areas of civil rights, the first major legislative efforts to prohibit job discrimination based on sex came in the 1960s. The Equal Pay Act of 1963 forbids using different pay scales for women and men who do equal work under similar conditions. The bill's coverage, though, effectively excluded millions of women and permitted wage differences for a number of reasons. Until it was amended in 1972, the law applied only to large interstate companies.

Many of these shortcomings were addressed in the Civil Rights Act of 1964. . . . Title VII of this act prohibits sex (as well as racial) discrimination in employment. This provision was not in the bill first introduced in Congress. Southern Congressmen — the principal opponents of the Civil Rights Act — introduced an amendment on sex discrimination in hopes of weakening its chances of passage. Both the act and the amendment passed, bringing about the first comprehensive legislation on sex discrimination.

Following these new laws, many cases of sex discrimination in the workplace came before the Supreme Court in the 1970s. For example, it ruled against a corporation that would not hire women with preschool-age children, though it employed men with young children (*Phillips* v. *Martin Marietta Corp.*, 1971). The Court also rejected arbitrary height and weight requirements that effectively barred women from jobs as prison guards (*Dothard* v. *Rawlinson*, 1977). It also outlawed company policies in which maternity leave was treated differently from other types of leave in calculating seniority benefits (*Nashville Gas* v. *Satty*, 1977).

— *Mary Beth Norton et al.*

______ 6. We can conclude from this selection that sex discrimination now
   a. no longer occurs.
   b. has been declared illegal in all its forms.

c. is a political issue.
d. has been declared illegal in some specific ways.

_______ 7. We can conclude that the Supreme Court has
a. actively banned sex discrimination throughout this century.
b. been concerned with sex discrimination in recent decades.
c. not been concerned with sex discrimination as a problem.
d. been the only government branch concerned with sex discrimination.

_______ 8. We can conclude from this selection that sex discrimination
a. in large part has been eliminated from the workplace.
b. is only a matter of job discrimination.
c. has been eliminated in many areas of life.
d. is a simple matter to eliminate.

_______ 9. We can conclude that before the 1960s
a. no sex discrimination occurred in the workplace.
b. few women had jobs or careers.
c. sex discrimination was largely unregulated in the workplace.
d. men and women earned roughly the same pay for the same work.

_______ 10. We may predict that before 1977 a pregnant woman in Nashville
a. easily received a maternity leave from work.
b. lost seniority benefits by taking a maternity leave.
c. had to meet certain height and weight requirements.
d. was opposed by Southern Congressmen.

Critical Thinking in Writing

What instances of sex discrimination on the job can you identify today? What efforts are we making individually and as a nation to reduce the differences between men and women in the work force?

SELF-TEST

Drawing Conclusions and Predicting Outcomes

Read this selection about business standards and then answer the questions. Count 10 points for each correct answer.

> As dean of a leading business school, I am barraged with questions about what I am going to do to improve business ethics. The questions are usually accompanied by a strong undercurrent of accusation that business schools are responsible for the bad ethics of corporate America.
>
> The best solution, the accusers suggest, would be to abolish business schools, but if that is impossible, the schools should at least take responsibility for the mess they have created and clean it up.
>
> These assertions are unfair. Business students come to us from our society. If they haven't been taught ethics by their families, their clergy, their elementary and secondary schools, their liberal arts colleges or engineering schools, or the business firms where most of them have already worked prior to getting a business degree, there is very little we can do.
>
> Injunctions to "be good" don't sway young men and women in their mid to late 20s. In the final analysis, what we produce is no worse than what we get. If some group of potential business people were more ethical than others, we would be glad to limit our admissions to the more virtuous, but I know of no such applicant pool.
>
> *— Lester C. Thurow*

_______ 1. The topic of this selection is
   a. business deans.
   b. business schools.
   c. business ethics.
   d. corporate America.

_______ 2. We may conclude from the selection that those who hold business schools responsible for bad business ethics
   a. include many deans of business in major American colleges.
   b. do not understand the elements that contribute to busi-

ness ethics.

c. would be better to turn a critical eye toward corporate America.

d. have to clean up the mess they created.

3. Put a plus sign (+) beside each valid prediction. Put a minus sign (–) beside each invalid prediction.

_______ a. The quality of business school students will improve dramatically over the years.

_______ b. If business schools change their curricula, student quality will change.

_______ c. In the future, business schools will resist taking responsibility for the ethics of the business people they train.

_______ d. When society's values and actions change, the quality of business school students will change.

_______ e. If we tell business school students to be ethical, they will be ethical.

_______ f. Injunctions to be good will have no effect on college business students.

_______ g. Business schools expect students to learn ethics before they arrive at the business schools.

_______ h. If students are ethical when they come to business school, they will be ethical business people.

Score: _______ correct × 10 points each = _______

Generalizing

Another way to help you interpret what you read and to get deeper meanings from it is to develop skills in generalizing. When you *generalize,* you extend meanings beyond the specific ideas you read about. Generalizing allows you to apply information you've learned in a broader, less specific sense. You add up facts and details and draw from that particular information some general ideas or principles.

You have learned about drawing conclusions and predicting outcomes. These skills are closely related to generalizing. *Generalizing* carries you a step beyond a conclusion you can draw about a specific set of details. It's almost as if *you* develop a concept or a rule based on material you've read.

Read the following selection about an eventful drive through the rain. Then examine the questions and discussion that follow.

> One rainy morning . . . Harry Van Sinderen left his home in Washington, Connecticut, to drive to his office in New York, about a hundred miles away. The rain turned into a downpour — the heaviest he could remember. Switching on the car radio, he learned that he was in the midst of a tropical storm that had swung inland from the coast, and that streams were flooding all through northern Connecticut. A few minutes later he got worse news: a dam on the Shepaug River above Washington had broken, and the resulting flood had wiped out the center of the town, with considerable loss of life and property.
>
> Harry drove on to New York, walked into his office, and wrote out his resignation as chairman of the board of the export-import company he had managed for many years. He then drove back to Washington, through the still-pouring rain, and appointed himself Chief Rebuilder of the town. He was sixty-six years old at the time.

John Fischer

_______ 1. Harry Van Sinderen was probably
   a. interested in urban planning.
   b. interested in tropical storms.
   c. somewhat unstable mentally.
   d. not making enough money on his job.

_______ 2. Van Sinderen's actions suggest that
   a. people should never go outdoors in tropical rainstorms.
   b. a manager's job is often dull.
   c. driving a car to and from work every day is a great drain on one's energy.
   d. people late in life can change careers to find more meaningful work.

_______ 3. Van Sinderen would agree that
   a. personal success in business and finance is a person's key aim.
   b. service to the community in a time of crisis is more important than personal goals.
   c. people should carry heavy insurance in case of disasters like flooding.
   d. unexpected storms in Connecticut are violent.

Based on Van Sinderen's concern for damage to the city from the rainstorm, and based on the statement that he made himself "Chief Rebuilder" of the town, the idea that he has an interest in urban planning is clear. Even though he may have acted strangely in giving up his job with his company, and even though people often leave jobs for work that pays more, we have no evidence to make us believe that he is either mentally unstable or was underpaid for the business work he did. And just because he found himself in the midst of a heavy downpour, we cannot conclude that he had a special interest in tropical storms. Only answer *a* is a fair conclusion for question 1.

In question 2, however, we must be able to go beyond the conclusions we have drawn from the paragraph. Van Sinderen, a man of sixty-six, suddenly resigned one job to take on another that he thought was important. We can generalize from his actions and say that they suggest that age does not have to stop a person from making major changes in his or her life's work. Based on Harry Van Sinderen's action, we've developed a general rule: People late in life can change their careers to find more meaningful work. This is not a general statement that everyone would agree with, but information in the paragraph supports the generalization. For question 2, only answer *d* is correct.

All the other statements in question 2 are generalizations too, but there is no reason to believe that they are true based on information given in the selection. It's a general rule that people should not go out in tropical storms. But the word *never* here is too strong; it does not allow any exceptions. Van Sinderen really benefited from his ride in the heavy rains — it helped him make an important decision. And although it's often generally true that driving each day drains energy, nothing in the paragraph supports that idea. Further, even though Van Sinderen quit his job, and even though we suspect, in general, that a manager's job often has moments of dullness, we cannot support that idea from information in this paragraph. For question 2, then, we would have to reject choices *a*, *b*, and *c*.

Question 3 also asks us to make some rule based on information we have in the paragraph. Although we know generally that financial and business success is a key aim for many people, we do not know that Van Sinderen would agree. (In fact, his quitting a high-level job suggests that these forms of success are not essential to him.) Choice *a*, then, is not correct. Choice *c* is also a generalization, and a reasonable one at that. Many people would agree that heavy insurance can help in times of disaster. But there's nothing in the passage to show that Van Sinderen agrees with the idea. Therefore we have to rule out choice *c*. Choice *d* also is not correct. It is much too broad. It suggests that any unexpected storm in Connecticut is violent. How can we make that generalization from this paragraph, which talks about only one storm?

For question 3, then, only answer *b* is correct. Van Sinderen did make a personal sacrifice by giving up his secure job as chairman of the board; he made that sacrifice in order to help rebuild his town after a very serious storm. His actions suggest that he would agree that in times of crisis, people should give up their personal goals to serve their communities. That is a fair generalization from this paragraph.

How to Generalize

- Make sure that you understand the main idea and key details from the reading.
- Make sure that you can draw conclusions or predict outcomes based on information you have read.
- Think about how you might apply the writer's ideas in different situations.
- Don't go too far beyond the information the writer gives when you try to generalize. Otherwise you face the problem of making statements that are too broad in scope.
- As you state a generalization, be particularly careful of words that do not allow exceptions. Words like *always, never, must, certainly, absolutely,* and *definitely* can rule out possibilities for any challenge to the general statement.

EXERCISES

Practice with Generalizing

Read the following passage about how different mice are treated differently. When you finish, examine the statements after it and put a check mark next to those that are correct generalizations on the basis of the passage.

> The University of Tennessee's Walters Life Sciences Building is a model animal facility, spotlessly clean, scrupulous in obtaining prior approval for experiments from an animal-care committee. Of the 15,000 mice housed there in a typical year, most give their lives for humanity. These are "good" mice and, as such, warrant the protection of the animal-care committee.
>
> At any given time, however, some mice escape and run free. These mice are pests. They can disrupt experiments with the pathogens they carry. They are "bad" mice, and must be captured and destroyed. Usually, this is accomplished by means of "sticky" traps, a kind of flypaper on which they become increasingly stuck. Mice that are not dead by morning are gassed.

But the real point of this cautionary tale, says animal behaviorist Harold A. Herzog, Jr., writing in the June issue of *American Psychologist,* is that the labels we put on things can skew our moral responses to them. Using stick traps or the more lethal snap traps would be deemed unacceptable for good mice. Yet the killing of bad mice requires no prior approval. "Once a research animal hits the floor and becomes an escapee," writes Herzog, "its moral standing is instantly diminished."

In Herzog's own home, there was a more ironic example. When his young son's pet mouse, Willie, died recently, it was accorded a tearful, ceremonial burial in the garden. Yet even as they mourned Willie, says Herzog, he and his wife were setting snap traps to kill the pest mice in their kitchen. With the bare change in labels from "pet" to "pest," the kitchen mice attained a totally different moral status. Something of the sort happens with so-called feeders — mice raised to be eaten by other animals. At the Walters facility, no approval is needed for feeding mice to laboratory reptiles that subsist on them. But if a researcher wants to film a mouse defending itself against a predator, the animal-care committee must review the experiment, even though the mouse will often survive. The critical factor in the moral regard of the mouse is whether it is labeled "subject" or "food."

— *David Gelman*

______ 1. Some mice are more deserving of good treatment than others.

______ 2. We treat mice differently depending on the label we attach to them.

______ 3. Animal laboratories have too many restrictions on how they treat experimental animals.

______ 4. We need to treat all animals better.

______ 5. Some mice get treated better by humans than do others.

______ 6. Our principles of morality are always fair and thoughtful.

______ 7. "Bad" mice ought to be exterminated.

______ 8. "Bad" mice are unwanted mice, and they are exterminated.

______ 9. Labels are silly and of no importance.

______ 10. Labels affect how we treat animals.

Making General Statements

How do you rate as a driver? Read this selection about the relation between your mental viewpoint and driving an automobile. Then answer the questions that follow.

Are You Driving with an Attitude?

When it comes to driving, your attitude may be the car's most important safety feature. In conducting research to assess how drivers' attitudes affect safety, traffic safety consultant Dr. Francis Kenel found, "Those drivers who exhibited extremes of overcontrol and undercontrol had horrendous driving records. Their attitudes adversely affected how they handled the car."

What's your mental outlook behind the wheel? Take this quiz for some clues.

1. You're on a freeway exit ramp that narrows to one lane. A red BMW zips in from the left and cuts you off. You:
   a. Slow down and let a few other cars go in front of you so you won't be immediately behind the offending BMW.
   b. Slow down and merge normally once the other car has passed.
   c. Lean on the horn and speed up.
   d. Accelerate and ram the yuppie scum in the Beemer from behind.
2. You're driving at night on an unfamiliar freeway when you come upon a construction zone. You must navigate several lane changes among a series of orange barrels. You:
   a. Proceed cautiously, stopping every few minutes to assess the situation.
   b. Follow the lane changes carefully but without exceeding the posted advisory speed.
   c. Drive smoothly through the changes at normal speed.
   d. Speed up so you'll get through the construction faster.
3. You have a meeting at 7:00 p.m. once a week; it's a 20-minute drive from your house. You:
   a. Leave at 6:00 because sometimes you forget how to get there.
   b. Leave 25 to 30 minutes early to allow for possible delays.
   c. Leave exactly 20 minutes to 7 and try to make it on time.
   d. Leave at 6:50 and see how fast you can get there.
4. You're taking four children to the swimming pool a few blocks away. You:

   a. Turn around every once in a while to check everyone's belt.
   b. Make sure everyone's seat belt is fastened before you move the car.
   c. Buckle your own seat belt but don't insist anyone else buckle up.
   d. Load the kids and go.
5. At a green light, the car in front of you signals for a left turn. The driver misses one opportunity to turn and then another. The light turns yellow, and the driver pulls forward and hesitates. You:
   a. Put on your own left turn signal after the driver makes the turn and wait for another yellow.
   b. After the driver makes the turn safely, wait until the light turns green again and it's safe to proceed.
   c. Honk your horn and flash your lights to tell the driver to hurry up.
   d. Pull around on the right, go through a red light, and turn left, trying to beat traffic on the cross-street.
6. You're on your way home after shopping all day. You're really looking forward to dinner. In fact, you're getting hungrier by the minute. You:
   a. Start looking for the place that sells those pretzels you like — you know it's around here somewhere.
   b. Stop for a light snack, eat it in the store, and then drive home.
   c. Drive faster so you can get home and eat that much sooner.
   d. Stop at Burger Ranch, rustle up a burger, and eat while you're driving.
7. You've been visiting friends nearby your home. You've had a few glasses of wine or beer and you're feeling pretty good. Your hostess, who's been drinking club soda all evening, suggests that she give you a ride home so you won't have to drive. You:
   a. Insist on staying at her house for the night.
   b. Take her up on the offer and arrange to get your car the next day.
   c. Ask her for a cup of coffee and wait a half hour to sober up.
   d. Get in your car and tell her to take a flying leap.
8. You're driving through a quiet residential area on a sunny afternoon. You don't see any other traffic. You:
   a. Go 5 mph under the posted limit.
   b. Drive at the posted speed limit.
   c. Drive 5 mph over the posted limit.
   d. See how fast you can go on those nice, curvy streets.

Scoring

Count the number of A's, B's, C's, and D's you've circled, then score yourself:

A's X 1 = points
B's X 3 = points
C's X 5 = points
D's X 7 = points

What Your Score Means

8–16 points: *Overcautious*: You may not have crashes, but you might be leaving a string of wrecks in your wake. You feel out of control and constantly check to see what's happening. If you behave erratically, you can confuse other drivers, who expect traffic to behave consistently.

"These are the people who block the passing lane at the speed limit, and don't feel they have to pull over," says James Malfetti, professor emeritus at Columbia University and former director of the Safety Research and Education Project at Columbia University. "They are frequently paying attention to the rules, like the actual speed limit, and others still may think they're going too slow." Such drivers should move to the right lane, Malfetti says, "so others who decided to take more chances than you do won't be irritated if they can't get by you safely."

Some of this overcautious, unsafe driving behavior may be age-related. "Mature drivers tend to recognize their sensory and psychomotor skills. They feel that they can compensate for the effects of aging by, say, slowing down when it's simply not safe to do so in traffic," says Darlene Yee, a professor of gerontology at San Francisco State University.

17–29 points: *Cooperative:* You adjust to traffic conditions and allow for other drivers' behavior while obeying the law. You also allow a "safety margin" that can mitigate the effects of unforeseen actions by other drivers. To you, being safe is more important than being right.

30–42 points: *Demanding:* You're taking a few too many chances. "You can be so preoccupied with something irritating or aggravating in your life that you fail to pay attention to your driving," says Malfetti. "Suppressed feelings about what you would like to have done with your life can come out when you're driving. There's also the competitive aspect. People like to do better than others; they don't like people to get ahead of them." Slow down, breathe deeply, and relax.

43–56 points: *Dangerous:* You feel you're always entitled to get your way, and other drivers are there just to irritate you. Taking chances or getting angry at other drivers doesn't change them or teach them a lesson, but it can kill you.

This attitude, too, may be somewhat age-related. "Younger drivers tend to externalize; for example, they may drive too fast, may weave across lanes, or may drive under the influence. They feel that they can dominate their environment and that their environment will accommodate them," says Yee. "In some ways it's sex-based, too," adds Malfetti. "I think there is still a tendency of males to try to get in front of women. Also, a problem attitude is acting out on the road some of the life situations that you would have liked to have gone better for you, like being in front so you are really the leader."

Self-assessments (like this one) are only as valid as a driver's self-perception. "Sometimes drivers don't always do what they say," says Yee. "For example, drivers may give socially acceptable and desirable responses for what might otherwise be regarded as amoral habits or personal deficiencies. Consequently, drivers might underreport on drinking and driving, driving after taking drugs (medications), or traffic accidents and violations."

"Your ability to understand yourself and interact with people is important," concludes Kenel. "If you have trouble interacting with people in a non-driving situation, you're probably going to have trouble in a driving situation, too."

— *Stephanie Faul*

1. What do you think is the main idea of the selection? Write it in your own words. ________________________________

____

_______ 2. Which statement from the selection best states the main idea?
   a. "Take this quiz for some clues."
   b. "Some of this overcautious, unsafe driving behavior may be age-related."
   c. "If you behave erratically, you can confuse other drivers, who expect traffic to behave consistently."
   d. "When it comes to driving, your attitude may be the car's most important safety feature."

3. Put a check mark beside each statement that is a valid generalization to draw from the reading.

______ a. Old people drive better than young people.

______ b. People can say one thing about their behavior but actually do another.

______ c. Irregular behavior in any task can confuse others performing the same act at the same time.

______ d. Young people drive better than old people.

______ e. The way we perform certain regular tasks is influenced by our age.

______ f. One's social behavior can sometimes predict behavior in other areas.

______ g. Expressing anger to someone who does something wrong can get the person to change his or her behavior.

______ h. Trying to assess your skills in any area depends on how well you see yourself and your behavior.

______ i. Personal problems rarely interfere with tasks we like to perform.

4. Take the quiz to check on your own attitude when you drive. What does your score say about you? What else can you say about the relation between your mental outlook and the way you perform tasks in general?

____

____

Critical Thinking in Writing

Automobile fatalities continue as one of our country's leading causes of death among teenagers and young adults. What steps can you recommend that teenage drivers take to improve their chances of survival on the road? What particular "attitude" problems do you notice among young drivers and how would you recommend that they overcome those problems? Write a brief essay to respond to these issues.

Generalizing from Textbooks

The following passages come from textbooks you might use in your courses. Read the selections and then answer the questions, most of which are based on your ability to generalize.

Data Processing

Many problems of interest to scientists involve converting data into useful information by solving mathematical equations. The first computers were used in solving scientific problems because of their capacity to do arithmetic at great speeds. For example, one of the first problems computers solved, in the late 1940s, was where a shell shot from a cannon would land if it were fired with a certain force and in a certain direction, given a certain wind velocity, and so on. What were the data? The data here might include the design and weight of each shell, the amount of powder used to propel it, and the design of the bore of the cannon. We could use a manual or a mechanical system to solve the equations that needed solving — but the work would take so long that the shell would long since have reached its target.

— Gary S. Popkin and Arthur H. Pike

______ 1. In general, mathematical equations help us turn data into
- a. facts.
- b. computer resources.
- c. practical knowledge.
- d. scientific problems.

______ 2. Complex mathematical equations like those that can tell where a shell shot from a cannon might land
- a. can be solved by humans.
- b. require computers to provide solutions.
- c. are no longer of any use in current warfare.
- d. none of the above

______ 3. In general, according to this passage you would turn to a computer to help solve a complex problem because the computer is
- a. smarter than human beings.
- b. quick.
- c. relatively inexpensive.
- d. important in determining the data needed to solve problems.

Educational Psychology

What happens to children who are the target of a teacher's anger or sympathy? They often accept the attribution they think is behind the anger or sympathy (Graham, Doubleday, & Guarino, 1984): They come to believe that they have made too little effort or have too little ability to succeed. And they expect to perform accordingly. By attributing a student's failure to lack of effort and expressing anger, a teacher can make the student feel guilty (Weiner, 1986). That guilt — the feeling that he or she has let self or teacher down — is usually a positive motivating force when the student next attempts a task. But by attributing failure to low ability and expressing sympathy, a teacher ordinarily makes a student feel shame. And shame is not a positive motivating force. Instead it can lead a student to withdraw, to feel inferior and helpless. The point of all this is that sympathy can backfire. It may be a genuine emotion. It may express sincere caring about the schoolwork of low-achieving students. But it can work great mischief when students think that behind the sympathy is a teacher's belief that they don't have the ability to succeed.

— *N. L. Gage and David C. Berliner*

_______ 4. What is the main idea of this paragraph?
   a. When a teacher expresses sympathy for poor performance, the idea behind the emotion is probably linked to a belief that the student lacks ability.
   b. Guilt produced when a teacher expresses anger can be a positive motivating force for children, but shame produced from sympathy is not.
   c. Students withdraw when they feel shame.
   d. Children are targets of teachers' anger or sympathy.

_______ 5. We can generalize from this paragraph that if you show disappointment at someone's lack of effort in accomplishing a task, next time the person may
   a. perform better.
   b. perform worse.
   c. perform out of a sense of shame.
   d. not perform at all.

_______ 6. We can generalize from this paragraph that expressing sympathy for someone who does not achieve
   a. shows us as empathetic and sensitive human beings.
   b. may make the person feel that he or she lacks ability.

c. can be a positive motivating force in human behavior.
d. may make the person feel guilty.

_______ 7. In general, it is best for a child to have an adult respond to poor performance in which of the following ways?
a. with attribution
b. with sympathy
c. with indifference
d. with anger

_______ 8. To accept an attribution means, in general, to accept
a. sympathy.
b. the results of an expression of anger.
c. the belief behind an expressed emotion.
d. low-achieving students.

Generalizing from a Biology Textbook

Read this selection about the biological definition of life. Then from the list provided put a check mark beside any generalization that you could safely make from the selection.

> It is a human trait to try to define and classify the things we find in the world. But, the world doesn't always seem to be made for this. As a result, our definitions and classifications often have fuzzy edges. There are borderline cases that fit partly into one category and partly into another. This is especially true when we attempt to define life. There are things in the world that cannot be called clearly either living or nonliving. One example is the virus—a particle that can be stored like chemicals in a bottle but, when inside a living cell, can reproduce more of itself. Although viruses can reproduce, they do not exhibit most of the other characteristics of life.
>
> A plant seed is another example of something that is not clearly living or nonliving. Many seeds can be kept in packages for years without undergoing any change. When supplied with water and placed in suitable conditions, they develop into living plants. Is the seed in the package alive?
>
> The best answer to this question may be that it doesn't really matter whether we say a seed is living or not. There is a far more important and, we think, more interesting question: How does a seed develop into a living plant? You will be trying to answer this kind of question in your study of biology.
>
> —*William D. Schraer and Herbert J. Stoltze*

_______ 1. Some organisms border between life and non-life.

_______ 2. Scientists should avoid defining and classifying objects because of the fuzzy edges in their efforts.

_______ 3. Some of earth's living things do not share common life-defining features.

_______ 4. Our attempts to explain the world do not always yield results.

_______ 5. All earth's creatures fall into the category of the living or the non-living.

_______ 6. The AIDS virus is a living thing.

_______ 7. In science some questions are more interesting and important than others.

_______ 8. Our high-level intelligence allows us to create precise biological definitions.

_______ 9. Classification is a distinctly human process.

_______ 10. Despite our efforts at understanding, objects do not always fit into clear categories.

SELF-TEST
Generalizing

Read the selection and answer the questions that follow. Count 5 points for each correct answer.

Marriage and the Family

Exploration of bodies, "playing doctor," and other forms of sex play are quite common in childhood, but they seem to have more to do with curiosity about oneself and the parts adults regard as taboo than they do with satisfying a primordial urge. A good deal of behavior concerning sex roles is learned during childhood. But sexual experience as such begins at adolescence with the biological events of puberty. The timing of puberty varies, but girls generally undergo these changes between the ages of twelve and fourteen, and boys go through puberty about two years later. The complex changes of puberty begin in the brain with the signal to release certain hormones. Over a period of about two years, the reproductive organs mature, and adolescents develop sex characteristics, which give them the physical attributes of men or women. Although the physical events and sexual experiences of adolescence are quite different for male and female, the sense of oneself as a sexual being—a *sexual identity*—is part of the overall sense of individual identity that develops during the teenage years. The experience of socializing with the opposite sex and feeling desirable or undesirable, the events that surround sexual arousal, and the combination of guilt, anxiety, and satisfaction that accompanies such feelings—these are some of the elements that shape this new sense of sexual identity.

—Diane I. Levande, Joanne B. Koch, and Lewis Z. Koch

______ 1. The main idea of this selection is to
   a. provide a comprehensive view of puberty.
   b. outline the requirements of socializing with the opposite sex.
   c. define "playing doctor" among young children.
   d. explain the elements of sexual identity.

2. Examine the statements below and put a plus sign (+) next to those that, on the basis of the passage, are correct generalizations. Put a minus sign (–) next to any incorrect generalizations.

______ a. Girls are more dependable than boys.

______ b. Guilt and anxiety are normal consequences of early sexual arousal.

______ c. Boys and girls are alike in that they form sexual identities in their teens.

______ d. Only girls develop adequate sexual identities.

______ e. Sex play in young children can produce abnormal sexual identity.

______ f. Normal biological urges make young children seek to satisfy sexual feelings.

______ g. A young child engaged in sex play is merely exploring.

______ h. Adolescent boys and girls generally have similar sexual experiences.

______ i. People develop a sense of sex roles with the onset of puberty.

______ j. Psychiatric counseling can aid sexual identity problems.

______ k. Sexuality involves both physical and emotional changes.

______ l. Children should not socialize too early with the opposite sex.

______ m. Children are curious about what adults forbid.

______ n. Girls do not typically reach puberty at fifteen years of age.

______ o. The start of sexual experiences is related to biological events.

______ p. Puberty at the age of fifteen is abnormal for a girl.

______ q. Sexual identity is an important part of a larger individual identity.

______ r. Delayed onset of puberty for girls makes the girls more mature and thus more attractive to boys.

______ s. Adolescent boys develop sexually later than girls.

Score: ______ correct × 5 points each = ______

Evaluating Ideas

The skills described previously can help you understand and interpret what you read. But effective reading is more than just understanding. You must be able to read in a *critical* way — which means that you have to *evaluate* ideas once you understand them. When you evaluate a writer's ideas, you judge the worth of what you read.

Evaluating What You Read:
Key Questions to Ask Yourself

- Does the writer carefully separate objective fact from opinion?
- Does the passage present the facts completely, specifically, and accurately?
- Does the writer seem reliable? Can you see what strengths or experiences make the writer qualified to write about a topic?
- Does the writer make any claims that seem outrageous or unsupportable?
- Does the writer make his or her intent or point of view clear?
- Does the writer take into account other points of view on the topic?
- Does the writer try to appeal more to your emotions than to your reason and common sense?
- Do your emotions get in the way of your ability to judge a writer's statements fairly?
- Does it seem that the writer is slanting information in such a way as to prejudice your ideas? Is the writer using propaganda?

Fact and Opinion

Most readings present ideas based on fact *and* opinion. *Facts* are statements that tell you what really happened or really is the case. A fact is based on direct evidence. It is something known by actual experience or observation. You can prove or verify a fact. *Opinions* are statements of belief, judgment, or feeling. They show what someone thinks about a subject. Solid opinions, of course, are based on facts. However, opinions are still somebody's view of something; they are not facts themselves.

It's not always easy to keep the two apart. A writer can combine the two in such a way that you do not notice where facts end and opinion begins.

Look at the following statements, which come from Dee Brown's *Bury My Heart at Wounded Knee: An Indian History of the American West:*

1. In 1848 gold was discovered in California.
2. In 1860 there were probably 300,000 Indians in the United States and Territories, most of them living west of the Mississippi.
3. Now, in an age without heroes, the Indian leaders are perhaps the most heroic of all Americans.

In sentence 1 we read a statement of fact. We have evidence of the discovery of gold in California in 1848. If we checked sources, we would see that the statement is true.

The use of numbers, dates, and geography in sentence 2 creates a sense of fact. But the word *probably* suggests some doubt, so that we cannot accept the statement as completely factual. That doesn't make it wrong or untrue. It just makes it partly an opinion. Because Dee Brown is a scholar in American Indian history, most people would accept his statement as fact. But it is still his educated judgment that 300,000 Indians lived in the United States in 1860. The writer's education and background tell us to rely on his statement, and we accept it as true without much thought. It is possible, though, that some people have other views on this subject.

In sentence 3 we have a clearer example of the author's opinion. The statement is not wrong; it is just clearly not a statement of fact. The word *perhaps* tells us that the author himself believes other ideas are possible. It is true that many people would agree that Indian leaders are the most heroic. Others might say, however, that the leaders of World War II or the leaders of countries in times of crisis were the most heroic. Others would say that the leaders on the battlefields of Vietnam were the most heroic. None of these statements is incorrect. All, however, are opinions.

To judge a writer's work you have to be able to tell opinion from fact. Often writers mix fact and opinion even within the same sentence, with some words representing facts and others representing opinions.

When you have a mixture of fact and opinion in a single statement, you must decide whether the main point of the statement is essentially fact or opinion. In the sentence

> About 46 percent of American Indians now live in the West, many in miserable conditions on some of the 314 reservations reported by the Bureau of Indian Affairs.

we see a mixture of fact and opinion. The writer wants us to accept the idea of poor living conditions—which clearly is an opinion—but she uses factual information as well. The percentage of American Indians living in the West, the number of reservations, and the government agency reporting information—these are factual. Be aware of opinion and fact even in the same sentence.

Keeping Fact and Opinion Apart

- Look for words that *interpret*. In the first of the following sentences, we have details that describe facts — without any evaluation of these facts. In the second sentence, the writer interprets the details for us.
  - The man leaning against the fence had brown eyes and black hair touching his shoulders.
  - A handsome man leaned against the fence.

It's somebody's opinion that the man is handsome. Other words that interpret — there are countless examples — are *pretty, ugly, safe, dangerous, evil, attractive, well dressed, good,* and so on.

- Look for words that serve as clues to statements of opinion. Some words like *probably, perhaps, usually, often, sometimes,* and *on occasion* are used to limit a statement of fact and to indicate the possibility of other opinions. Other words — *I believe, I think, in my opinion, I feel, I suggest* — say clearly that an opinion follows.
- Before you accept a statement of fact and before you agree with a statement of opinion, question the credibility of the writer. Is he or she reliable? Why should you take his or her word?
- Test the writer's opinion by asking whether a different opinion is possible. You do not have to agree with the different opinion (or with the writer's, for that matter). You just have to be able to see if there is another point of view.
- Some writers include statements from other writers or authorities in order to illustrate their own ideas. Make sure you can tell the source of any statement that appears in what you read.

EXERCISES

Fact and Opinion

Write *F* before each sentence that represents a fact; write *O* before each statement of opinion. Circle the words that present opinions.

______ 1. Tanning is a popular activity in America during the summer.

______ 2. More Americans get tanned in the summer than do Europeans.

______ 3. America has all the best places for tanning.

______ 4. Some people go to salons to get tanned in the winter.

______ 5. People who are tanned look better than people who aren't.

______ 6. All normal people actually look forward to getting tanned.

______ 7. Tanning too much exposes a person to harmful ultraviolet radiation.

Clues to Fact and Opinion

Write *F* before each statement of fact and *O* before each statement of opinion. Then circle any words that help tell you whether the statement expresses a fact or an opinion.

_______ 1. Over twenty years ago, child labor laws were passed to protect children under eighteen years of age from being injured and exploited.

_______ 2. Children under sixteen should not work at all.

_______ 3. Over 5 million children between the ages of twelve and seventeen worked in 1990.

_______ 4. Work is usually unpleasant and dangerous.

_______ 5. Fast-food chains like McDonalds and Burger King have developed policies to protect the safety and interests of school-age employees.

_______ 6. Young people often feel they need to earn money for themselves when I think they really don't need to.

_______ 7. In 1990, 139 children were killed and 71,660 were injured in work-related accidents in the United States.

_______ 8. It seems we need stricter enforcement of existing child labor laws and passage of new laws.

Fact and Opinion

Read the following selection to learn Barbara Kerbel's thoughts about schoolwork assignments that require parents' involvement. Then answer the question, which is based on your ability to tell fact from opinion.

Schoolwork: The Student's Job

I'm doing a slow burn about homework, and I don't even go to school. It's my daughters' homework that's keeping me up nights. And it's my daughters' homework that led me to open my mouth at Open House this year — specifically, in the social studies class.

Right before the dismissal bell, several parents asked questions about a recently completed assignment. "Who won in the class trial of Edwards vs. the Supreme Court?" "Did anyone argue that people can't be considered goods in interstate commerce?" "Was anyone brave enough to represent the unpopular view and argue against Edwards?"

I didn't raise my hand; I raised my voice. And as I heard it, I was aware of the hostility with which it was laced. "How come we all know so much about this case?" I asked.

The fact is that our children are bringing home homework assignments whose requirements they cannot fulfill without parental assistance. Assignments whose completion is *predicated* on parental assistance. My daughters' social studies teacher said, "When you're working with your children on their writing assignments . . ." and my anger clogged my ears so I didn't even hear the rest of the sentence.

I don't want to work with my children on their homework assignments. Don't get me wrong. I'm happy to help with an equation. I don't mind listening to a speech or helping to define a good composition topic. And I love talking with my kids about what's going on in school.

But I don't like trying to make sense of rivers and valleys and plateaus on an unreadable ditto. I don't like having to call lawyer friends to determine how a legal brief should be written. I don't like having to use in cogent sentences words that only belong in dictionary games.

A very good friend of mine can recite, chapter and verse, precisely what's going on in each of her children's classes. She knows when her kids' papers are due, what they've scored on every test and quiz, what story they're reading in their reading books. That's OK for her; she chooses to be so involved. It would not be my choice even if I didn't work all day.

What I don't like is not having the choice. I don't like being put in a situation where my anger at a teacher metamorphoses into anger at my child, and I hear myself yelling things like, "If you're not in bed in two minutes, I'm tearing up Europe and the whole Mediterranean and throwing them in the garbage." Where I find myself giving answers instead of direction because it's more expeditious. Where I feel like a crummy mom for wanting some time in the evening — after work, dinner, dishes — for me.

Last year, one homework assignment stated: "Read and react to the editorial, in writing, and then have one of your parents do the same." No misinterpretation here. Mom had an assignment.

When two parents work, they have very little time with their children on weekdays. Single parents have even less, which makes the hours between dinner and bedtime very important.

When I'm cleaning up, my daughters are at the kitchen table doing homework. If I take the paper into my room, my bed becomes their desk. Too often, this important time together becomes a battleground.

I believe in homework. In nine years of teaching high school English, I assigned it almost every night. But I also believe that homework is kids' work, and they should be able, for the most part, to handle it on their own. It should invite independent thinking, not parental involvement. And parents should resist the urge to convert creative assignments into artistic feats.

One Halloween, the fifth graders at my daughter's school had a witch-making competition. Prizes were promised for the ugliest, the funniest, the scariest, the prettiest. My daughter worked for days and created a pretty good witch. Not necessarily a prize-winning witch, but a solid competitor fashioned from old stockings and glitter and fabric scraps and ingenuity. When she dragged her witch home Friday afternoon after the judging, she was less disappointed in not winning than she was in the judges' choices. The winners were too high-tech, too perfect to have been done by kids her age. The prizes, in effect, were won by parents. And what did the children — winners and losers alike — learn?

What should a parent's involvement be? Should she silently suffer her child's groans of frustration? Give away the answers wholesale? Suggest that an 11-year-old garner the courage to tell her teacher she gave up after two hours?

School is our kids' first employment. They are subject to constant on-the-job evaluation, frequent overtime and significant frustration with their bosses. They are also in the perfect position to accrue ample bonuses in the form of self-satisfaction if they are given well-thought-out assignments they can complete themselves. And if, as parents, we let them.

— *Barbara Kerbel*

1. Put an *F* next to facts and *O* next to opinions in the piece by Barbara Kerbel. Then, place a check mark before the one statement that you think best sums up Kerbel's opinions.

______ a. Kerbel taught high school English for nine years.

______ b. Parents should never become involved in their children's homework.

______ c. Kerbel's daughters' social studies homework involved parental help.

______ d. Some subjects are pleasant to work on and others are unpleasant.

______ e. Kerbel asked a question at the school Open House.

______ f. Fifth graders had a witch-making competition at Halloween.

______ g. No parents like working on legal questions with their children.

______ h. Kerbel and her daughter were assigned to write a response to an editorial.

______ i. Working parents have little time to spend with their children on weekdays.

______ j. Kerbel's daughter worked for days on a Halloween contest.

______ k. The winners of the Halloween contest had been helped by their parents.

______ l. Parents should be able to choose whether to get involved with homework.

Critical Thinking in Writing

Write a letter to the editor of your local newspaper in which you argue the opposite of Kerbel's point. That is, explain why you think it is a good idea for parents to work with their children on homework.

Separating Fact and Opinion on a Controversial Topic

On a separate sheet of paper, write down four statements that you have heard or read concerning the homeless in the United States. Then read over the statements, and before each one write *F* or *O* depending on whether it is a statement primarily of fact or opinion. Student responses will vary.

Evidence

Sometimes when writers state their opinions, they just assert their points of view without providing any support. In such cases you have no particular reason to believe their opinions unless you trust them as authorities or experts. Any writer (even an "expert") who states opinions without giving supporting evidence probably should not convince you.

More often, writers try to convince readers to share their opinions by presenting various facts or evidence. You evaluate the evidence presented in what you read to decide whether to accept a writer's opinion. The following questions will help you to evaluate any evidence offered in support of an opinion you find expressed in your reading.

Evaluating Evidence: Questions to Ask Yourself

- Can you trust the facts?
- Has the writer stated the facts in an objective way?
- Do the facts really support the opinions expressed?
- Are the facts relevant to the writer's points?
- Has the writer left out unfavorable or negative points?
- Do the facts prove the writer's opinion, or do they only suggest that the opinion is reasonable?

If two writers give opposite opinions, you should judge which one gives the better evidence. Whose facts are more reliable? Whose are more complete? Whose are expressed more objectively? Whose facts support the opinion more fully?

Many times, writers try to convince you to share their opinions. They may use all their persuasive skills to try to make you believe that tall people make better presidents, or that Janet Jackson is the greatest female vocalist, or even that people who use crack should be shot. Only a careful reader can avoid falling for an emotional or poorly reasoned argument.

EXERCISES

Evidence Backing Up Statements

Before each of the following statements, write *E* if the statement is backed up properly by evidence, write *N* if there is no supporting evidence, and write *I* if there is evidence but it is improperly used.

______ 1. Because it has the largest population in the world, China will certainly be the world's most powerful country in the next century.

______ 2. China has the world's fastest-growing economy, so there is much money to be made by trading with China.

______ 3. The American economy will certainly benefit by trading with China.

______ 4. Because China has been a communist country for so long, its people do not possess many consumer goods such as trendy clothing and modern appliances.

______ 5. Because Mandarin is the official language of China, everyone in China understands this dialect.

______ 6. Japan is closer to China than the United States, so Japan has a better chance to trade with China than the United States does.

______ 7. Someday China will be a consumer culture like the United States, Japan, and Europe.

Evaluating Evidence

Read the following passage about the pressures put on men as they grow up and evaluate what the writer is saying. Put your own thoughts on a separate sheet of paper. You may want to write about similar experiences you or someone you know had. Are the experiences recorded here as common as the writer says? How do these experiences influence male character? Do young women go through anything similar?

> When I was young, there was a story that all boys knew. It went something like this. On his way home from school, a boy is attacked by the neighborhood bully. He runs crying to his mother who comforts him and cleans his wounds, but when his father comes home, the boy is told he must fight back like a man. Then begins a period of surreptitious training in self-defense, a process which culminates with the ignominious and glorious defeat of the bully.
>
> That was the myth, and, as every boy knows, it's a barefaced lie. In real life, the bully kills you.
>
> But the truth is not important. What counts is that at some time and in some way a boy is told to be a man, and he simply

doesn't know how. Whether it's as blatant as being given boxing gloves for Christmas, as I was, or being pushed to play unwanted games, or urged to try one more time, or any of a thousand coercions, all he knows is that somehow he has failed and he hasn't even taken the test.

There are two ways a boy can go at this critical moment in his life. He can become fearful and quit, get out of the game, or begin to create his own little swagger and try to start winning. In my case, I combined the two. Deep inside I was scared to death, and I knew it well, but I was big and a pretty fair mimic, and I developed an image that got me by. When physically confronted, I blustered and posed and did my imitation of tough and usually bluffed my way through. When that didn't work, I "chickened out" and suffered the torments of the damned.

As I grew older, the rules were modified, but the game remained the same. Being a man was still about winning, and when, in my early 20s, I dropped out of the race, it was a rejection of all that I was "supposed" to be. Later, when I became ambitious, it was acceptance of the very same things, and in each case I measured myself against the definition of manhood that I had carried since I was 3 or 4 or 5.

Though the game was not of my devising, when I chose to play, I did it well and accumulated the trophies that come with success. But the catch was that for a real man there is never enough. There's always a bigger prize, a greater challenge, a tougher test, and to stop winning is to lose.

Now all of us know that this is ridiculous — crazy, in fact — and no one need be so great a fool as to step into such a self-destructive trap. But I'm not talking about what makes sense. I'm talking about feelings, particularly the insidious feeling that is a part of every American male no matter how sane or intelligent or gentle or wise. The feeling deep in the pit of his stomach that says, "I'm not a man."

— Robert Ragaini

The Writer's Technique

An important way to develop critical skills is to be aware of the writer's technique in any selection you read. Once you know what the writer is doing with his or her material — once you know the effect he or she is trying to create — you can judge what is said more fairly and clearly.

Style

In general, *style* is the way a writer picks words and puts them together. Style usually tells you whom the writer expects to read the work. If the sentences are long and the words are difficult, the writer expects an educated reader. If the language is rich in slang expressions and current phrases, the writer is talking to a more general group. If the words are very technical, the writer is aiming for a special audience that knows the language of the subject being discussed. Some writers pick words with deep emotional appeal in order to urge their readers to act. Other writers choose a more impartial style.

A writer who wants to convince you of how urgent his or her problem is might use short sentences so that as you read along, you become wrapped up in the fast pace. During World War II, Winston Churchill said, "We shall fight them on the beaches. We shall fight them street by street. We shall never give up." Here he used repetition and short sentences effectively to show how committed England was to keep fighting. If he had said, "We shall fight them on the beaches and in the streets and never give up," the basic message would have been the same, but the style would not have fired up his listeners' appreciation.

Tone

Tone is the attitude a writer takes toward a subject. Writers may write about something they respect or about something they hate. A writer may be angry. A writer may be impatient. A writer may take a humorous view of a subject. Or a writer may be ironic — saying one thing but really meaning the opposite.

Oscar Wilde was asked by a judge during his trial, "Are you trying to show contempt for this court?" and Wilde replied, "On the contrary, I'm trying to conceal it." The tone of his response was much more effective than if he had said, "Yes, I am."

Mood

Mood is a state of mind or feeling at a particular time. Often writers create a mood so that they can make you respond in a certain way.

Edgar Allan Poe said that sibilants (words that contain the *s* sound, like *snake, sinister*, and *shadow*) help create a mysterious mood, and he used sibilants often: "And then did we, the seven, start from our seats in horror, and stand trembling, and shuddering and aghast."

Purpose

Writers write for a *reason.* Some want to give information. Some want to persuade you to believe something. Others try to push you into taking some action related to a subject of deep meaning to them. Some writers write to amuse or entertain.

Advertising is a good example of writing with a purpose — that is, writing to make you buy a certain product. Another example is editorials in newspapers. Editorials aim at gaining public support for a political position.

Point of View

A writer's own beliefs and ideas often determine how the writer looks at a given subject. In this sense, *point of view* means "opinions" or "attitudes," although there are a number of other meanings that make it a complex term to use. Our concern here is for the way a writer's own interests and beliefs influence the writing we read. A communist, for example, would look at the Cuban government in a very different way from a man or woman who believes in democracy. A Catholic might not look at religious ceremonies in the same way as a Protestant or a Jew. A black person might have much stronger views on the treatment of sickle-cell anemia than a white person. Sometimes an author's point of view forces him or her to *slant* the writing. Slanted writing leans toward one way of looking at a problem and leaves out ideas that might conflict.

Of course, these techniques often blend together in any sample of writing. Style and tone are often impossible to separate, and they both clearly relate to purpose and point of view. Also, the writer's style often creates a mood.

Furthermore, a writer's technique often yields many results. Writing may be both humorous and ironic. A writer may want to give information in order to persuade you to do something and in so doing may write in a style that is very emotional.

Mark Twain once said, "Man is the only animal that blushes, or needs to." This is a much more effective way to communicate his point of view than if he had said, "People, unlike animals, do things that they are ashamed of." As Twain and other humorists have discovered, people will listen to any argument if it is put in a humorous or entertaining way.

The point in seeing a writer's technique is to help you notice that what a writer says relates to *how* the writer says it. What we present here is just a beginning of the study of writing technique. In literature courses you may go much further into the subject.

EXERCISES

The Writer's Technique

Read these five brief passages. Questions follow the readings. In the blank lines write the letter of the passage that answers the question. You may use the same letter more than once, and you may use more than one letter for each answer.

a. It used to be that you could tell just about how poor a family was by how many dogs they had. If they had one, they were probably doing all right. It was only American to keep a dog to represent the family's interests in the intrigues of the back alley; not to have a dog at all would be like not acknowledging one's poor relations. Two dogs meant that the couple were dog lovers, with growing children, but still might be members of the middle class. But if a citizen kept three, you could begin to suspect he didn't own much else. Four or five irrefutably marked the household as poor folk, whose yard was also full of broken cars cannibalized for parts.

— *Edward Hoagland*

b. There has been a good deal of confusion about the relative cost of student loans.

The fact is, while all Federal Stafford loans have basically the same terms, lenders nationwide who work with Sallie Mae offer loans that actually cost less. With credits and interest rate reductions for borrowers who pay on time, Sallie Mae makes it possible for students to cut the total amount they repay by as much as 8%.

Sallie Mae customers also get the best, most flexible service in the business today. They can choose from a number of repayment options that are tailored to their needs — borrowers can even choose a payment plan based on monthly income. And, experienced customer service representatives are available 24 hours a day, seven days a week to help customers understand the benefits and costs of their repayment options.

In the past 20 years, Sallie Mae has helped over 20 million students get the financing they needed to attend college. By purchasing student loans, we provide banks with funds to make more student loans.

To request more information, please pick up the phone and give us a call.

— Smithsonian Magazine

c. Follow these simple steps to optimize your vision care benefits:

- Make sure the patient name, member I.D. number, and group name are correct. **This benefit form can only be used by the person whose name appears as patient.**
- Pay close attention to the Exam, Lens, and Frame boxes. **Information in the boxes indicates if you are eligible for those services.**
- Make an appointment with a Plan Member Doctor. (Selecting a Plan Member Doctor will assure that you receive the maximum benefit of your plan. Please see your group plan brochure regarding availability of service from a doctor who is not a panel member.)
- Take this form to the doctor at the time of your appointment.

d. The Santa Monica Farmers' Market is more orderly, perhaps, than outdoor produce markets elsewhere in the world. Prices, by regulation, must be posted, and there is very little bargaining. Shoppers make at least a minimal effort to stand in line or wait their turn at the produce to pick, squeeze and buy. But the market is still a lively place. Strains of live music — Peruvian pipes, a mellow alto sax, Dixieland jazz — filter through the morning air. The occasional selling cry can be heard above the hubbub: "Free samples. Taste 'em first!" exhorts one woman, cutting a wedge off a large Fuji apple. "Sweet and juicy!" advertises a citrus grower. "Fresh eggs. One day old!" This is certainly not the fluorescent-lit, Muzak-steeped produce section of your local supermarket.

— *Stanley Young*

e. Your new bicycle is guaranteed by the manufacturer to be free from defects in material and workmanship under normal use in accordance with the Manufacturer's Installation and Use Instructions. All items shipped from the manufacturer on a warranty claim will be freight collect. This warranty does not apply to damage resulting from accident, misuse or abuse of the product, or alteration or modification of the product after your purchase.

f. Editors and teachers share a number of similar professional responsibilities, including being both enablers and gatekeepers. For instance, both editors and teachers have a responsibility to enable writers to learn how to prepare the best possible documents that they can. One way editors can do this is by providing an author with their comments and the comments of reviewers. Teachers can do this by helping authors think clearly about such concerns as audience and purpose and by providing authors with opportunities to write a variety of documents for particular purposes and audiences. However, editors and teachers also serve as gatekeepers who make decisions about the quality of a writer's work; editors accept and reject manuscripts, and teachers grade students.

— Bruce Speck

______ 1. Which statements are designed to make you do something?

______ 2. Which statement is written from a critical point of view?

______ 3. Which statements are written from an approving or promotional point of view?

______ 4. Which statement is written from a personal point of view?

______ 5. Which statements are written in an objective style?

______ 6. Which statement is written in a style appropriate for specialists?

______ 7. Which statements are based on personal observation?

______ 8. Which statements give instructions?

______ 9. Which statements are written with a precise tone?

______ 10. Which statements are written in an informal tone?

The Writer's Technique

Read the following sentences from essays and short stories. Then complete the statement that follows each with the best answer.

> All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible.
>
> — *George Orwell*

______ 1. The tone of the person speaking is
a. matter-of-fact.
b. ironic.
c. angry.
d. sad.

> One view called me to another; one hill top to its fellow, half across the country, and since I could answer at no more trouble than the snapping forward of a lever, I let the country flow under my wheels.
>
> — *Rudyard Kipling*

______ 2. This opening sentence sets a mood of
a. quiet peacefulness.
b. hurried discovery.
c. uncertain fear.
d. friendliness.

> In the Bureau of . . . but it might be better not to mention the Bureau by its precise name. There is nothing more touchy than all these bureaus, regiments, and government offices, and in fact any sort of official body.
>
> — *Nikolai Gogol*

______ 3. The point of view of the teller of this story is that of a person who is
a. afraid of getting officials upset.
b. an outspoken enemy of the government.
c. an army officer.
d. a criminal.

> "My dear fellow," said Sherlock Holmes, as we sat on either side of the fire in his lodgings at Baker Street, "life is infinitely stranger than anything which the mind of man could invent.

> We would not dare to conceive the things which are really mere commonplaces of existence. If we could fly out of that window hand in hand, hover over this great city, gently remove the roofs, and peep in at the queer things which are going on, the strange coincidences, the plannings, the cross-purposes, the wonderful chains of events, working through generations, and leading to the most *outré* results, it would make all fiction with its conventionalities and foreseen conclusions most stale and unprofitable."
>
> *—Arthur Conan Doyle*

_______ 4. The point of view portrayed in this paragraph is of a(n)
a. unhappy critic of human folly.
b. concerned leader of a public service organization.
c. serious but amused observer of humankind.
d. comedian, looking to make fun of people.

> Day had broken cold and gray, exceedingly cold and gray, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun.
>
> *— Jack London*

_______ 5. The opening lines of this story set a mood of
a. quiet hope.
b. possible threat.
c. stark natural beauty.
d. heroic conquest.

Style

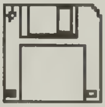
As you read each of the following selections, figure out from the writer's style what kind of person is writing and who the intended audience is. Write your answers in the space after each selection, and then write your impressions of the style.

1.

Understanding Hard and Floppy Disks

Both hard and floppy disks store information so you and your computer can have access to it.

Hard disks are sealed inside a disk drive (which in turn may be sealed inside your computer).



Floppy disks can be inserted into and ejected from a disk drive.

Both hard disks and floppy disks show up as icons on your desktop. You look at, work with, and add to the information on both kinds of disks in exactly the same way.

The major difference between hard and floppy disks is their *capacity* — the amount of information they can hold.

author: ____

audience: ______________________________________

____

2. I watch my son, Tom, now with his little 3-year-old son and 7-month-old daughter and, I'll tell you, he really seems to have the hang of being a father after only a few years.

   And I sometimes wonder where he learned it all so fast because one thing's for sure: he didn't get much of it from me. Just as I didn't get any special secrets from my father who didn't have a lot of time, after working hard all day, to sit me down and tutor me about someday being a father. It was probably — no, it was definitely — the farthest thing from his mind right up to the day he died when I was 21, single and a little stupid about the future, family and fatherhood. *— Dick Ryan*

   author: ____

   audience: ______________________________________

   ____

3. You're trying to find your car in a crowded parking lot. You remember what your car looks like, the appearance of the

lamppost you parked beside, and glancing at that lamppost over your shoulder as you walked off the parking lot. How can you piece these bits of information together to find your car?

If you'd parked just a few hours before — to go shopping, for example — a new experiment indicates that you would use a banana-shaped region of your brain called the hippocampus to navigate your way back to your car. But if you'd parked weeks before — say, at an airport before embarking on a month-long trip — the study suggests that you would have to retrieve the information about your car's whereabouts from another part of your brain, probably the neocortex, where longer-term memories are stored.

author: ______________________________

audience: ______________________________

____

4. Happiness, then, being an activity of the soul in conformity with perfect goodness, it follows that we must examine the nature of goodness. When we have done this we should be in a better position to investigate the nature of happiness. There is this, too. The genuine statesman is thought of as a man who has taken peculiar pains to master this problem, desiring as he does to make his fellow-citizens good men obedient to the laws. Now, if the study of moral goodness is a part of political science, our inquiry into its nature will clearly follow the lines laid down in our preliminary observations.

Well, the goodness we have to consider is human goodness. This — I mean human goodness or (if you prefer to put it that way) human happiness — was what we set out to find. By human goodness is meant not fineness of physique but a right condition of the soul, and by happiness a condition of the soul. That being so, it is evident that the statesman ought to have some inkling of psychology, just as the doctor who is to specialize in diseases of the eye must have a general knowledge of physiology.

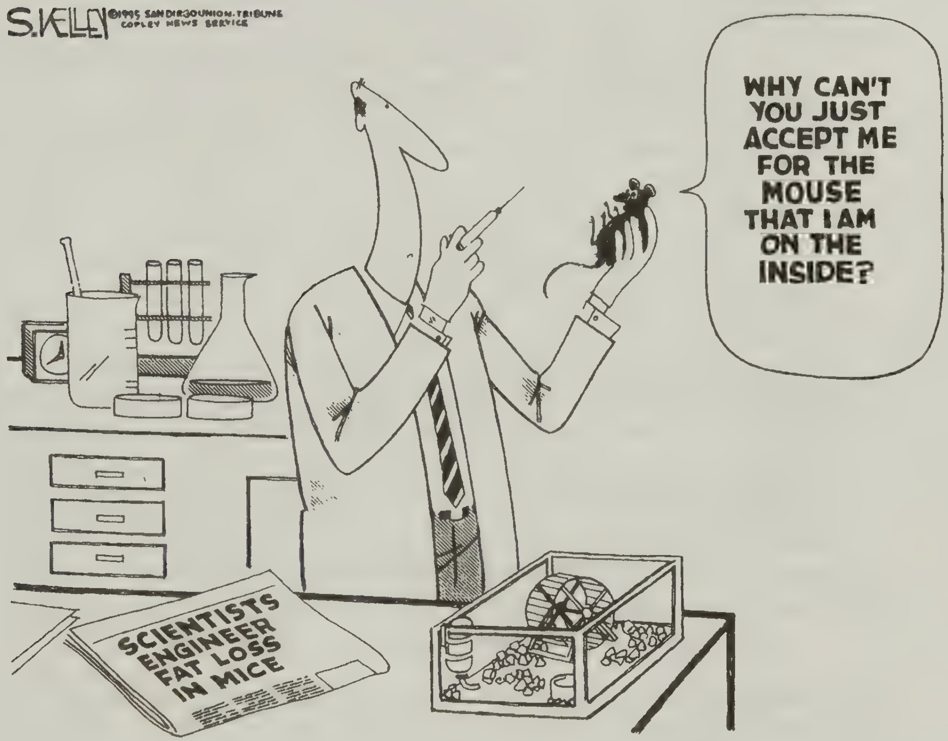
author: ______________________________

audience: ______________________________

____

Tone and Purpose

Look at the cartoon below, then answer the questions.


S. KELLEY
©1995 SAN DIEGO UNION-TRIBUNE
COPLEY NEWS SERVICE
WHY CAN'T YOU JUST ACCEPT ME FOR THE MOUSE THAT I AM ON THE INSIDE?
SCIENTISTS ENGINEER FAT LOSS IN MICE

1. Whose point of view does the mouse express?

   ____

2. What is the purpose of the newspaper in the cartoon?

   ____

3. What tone does the mouse's question convey?

   ____

4. What is the mood of the cartoon?

   ____

5. What serious point does the cartoonist make using humor as a device?

   ____

Critical Thinking in Writing

Subsequent research revealed that the gene that eliminates fat in mice doesn't work the same way in humans. Write a few paragraphs in which you explain what you think the cartoon scientist's reaction to this news would be.

Techniques That Twist the Truth

As a critical reader, you have to be able to judge unfair writing. Sometimes a piece of writing will not use truthful methods if its purpose is to force you to have a certain opinion about a subject. *Propaganda* (particular ideas forced on the public by organizations with special interests) is often developed by the use of unfair writing and logic. Any information that leaves out or alters facts in order to press a special point of view is called *biased, prejudiced*, or *slanted*.

Be on your guard for propaganda.

- Look out for words used for emotional effect: *stoner, liberal, nerd, tree-hugger, racist.*
- Look for words that have special connotations.
- Try to recognize the following methods of propaganda.
- The writer tries to combine a famous person's name with an idea or product so that people, liking the person, will like the idea or product too.

> Michael Jordan drinks Gatorade.

- The writer quotes a famous person who approves of or agrees with an idea so that the reader will approve of it too.

> Jacques Martin, the famous French chef, says, "Margarine is just as good as butter." Why are *you* still using butter?

- The writer says that everyone is doing something (or thinking in a certain way), so you should do it too.

> Every farmer, every hard-working city resident knows the dangers of the welfare system.

- The writer uses very positive words in regard to an idea, presenting only general statements rather than specific facts.

  > Every driver loves this stunning, efficient, and completely safe automobile. Add a bit of sunshine to your life — take a ride in a glamorous, high-fashion car!

- "Stacking the deck" is a technique whereby the writer presents only facts that tend to make you agree with him or her.

  > There's nothing wrong with drinking before driving. Not one person at our party got hurt on the way home — and believe me, not too many people there were sober!

- The writer uses negative terms to refer to a person or product.

  > Only a nitwit like Lorna would buy an imported car. Those things look like wind-up toys.

We can see the effect of slanted writing in the following statements:

> What's the use of working? Your money goes to pay taxes and your cheating landlord. And break your back to make the boss rich.
>
> Look, you do the best you can. Taxes are high and so is rent. But if you do not work, you give up your pride and the few comforts you have. Of course, the boss has to make a fair profit from your work; otherwise, you would not be hired. You just have to live on what is left over.
>
> Every American should be proud to work and support the system. Your taxes go to making this country great. And by helping the landowners and the factory owners make money, you are strengthening the backbone of the nation. Hard work makes good Americans.

The first version is slanted against work by telling only part of the story and by name-calling — making it appear that everybody is out to take advantage of the poor worker. The third version slants the case in the opposite direction by "stacking the deck" in favor of those who benefit from the worker's labor, by using only positive language and by pressuring the reader to follow a group. Only the second version gives a balanced view, expressed truthfully.

EXERCISES

Slanted Writing

Read the following sentences. Write *T* before those sentences that use only truthful methods. Write *S* before those sentences that use slanted writing techniques.

_______ 1. Athletes who tell you to stay in school are phonies because most of them are dropouts.

_______ 2. The television station owner used his influence to help elect the mayor, who then changed the law against building new transmitters downtown. This move benefited the television station and was a clear case of the mayor paying off a political debt.

_______ 3. Any politician who uses the law to help his political supporters has no business being elected to public office.

_______ 4. Candidate Robinson is in the great tradition of John F. Kennedy and Franklin Roosevelt.

_______ 5. Robinson has done only good for this city, providing services for each and every neighborhood, while never harming a single individual or ever doing anything that could be seen as dishonest.

_______ 6. Robinson, on the whole, offers a more specific program for improving the city than does Jameson, who tends to talk only in generalities.

_______ 7. Everyone is voting for Robinson, so join in and vote for a real winner.

Persuasive Techniques in Advertisements

Describe the methods of propaganda from pages 228–229 used in each of these slogans from advertisements to persuade you to use a product that you might not otherwise use.

1. "Accept no cheap imitations."

____

2. "The ultimate driving machine."

____

3. "Join the Pepsi generation."

____

4. "In touch with Tomorrow."

____

5. "The commanding presence of champion Nancy Lopez. And her Rolex."

____

Slanted Writing and Persuasion

From your reading of advertisements and articles in newspapers and magazines, find five examples of slanted writing intended to persuade you of something. On a separate sheet of paper, write each of them down. After each, explain how the writing is slanted.

Chapter SELF-TEST
Evaluating Ideas

Follow instructions. Count 4 points for each correct answer.

A. Fact and Opinion

Read each of the following statements and in the space provided write the correct answer.

______ 1. The Environmental Protection Agency announced, "A new dumping site will be designated 106 miles at sea off the continental shelf." This statement is
   a. a guess.
   b. a fact.
   c. the opinion of someone who should know.
   d. the opinion of the EPA only.

______ 2. The Senator said, "The Senate is not in favor of the new unemployment benefits proposal; the bill will probably be defeated this week." This statement is
   a. a reliable fact.
   b. a guess.
   c. the opinion of someone who should know.
   d. the only opinion anyone could possibly have on the subject.

______ 3. The freed prisoner attested, "I am the father of a new nationalism." This statement is
   a. the only opinion anyone could possibly have on the subject.
   b. a guess.
   c. a reliable fact.
   d. the opinion of someone who is not an expert on the subject.

______ 4. The company reported, "Initial research suggests that our new drug will cure all forms of muscular dystrophy." This statement is
   a. a guess.
   b. a reliable fact.
   c. the only opinion anyone could possibly have on the subject.
   d. an opinion that should not be believed without further evidence.

______ 5. The journalist alleged, "The president is the captive of the Washington lobbies." This statement is
   a. the opinion of the journalist.
   b. a fact.
   c. a guess.
   d. The only opinion anyone could possibly have on the subject.

B. Evidence

For each of the following statements, write *E* if the writer supports the statement properly with evidence, write *N* if there is no supporting evidence, and write *I* if there is evidence but it is improperly used.

______ 1. Jonathan committed a crime. A gas station was held up on South Street. Mary saw his car at the gas station at the time the robbery was reported. Then a police car drove up to Jonathan's house.

______ 2. Jonathan committed a crime.

______ 3. Jonathan committed a crime. An undercover police officer was staking out the gas station. Jonathan drove in, threatened the policeman—who was dressed as an attendant—with a knife, and demanded all the money in the cash register.

______ 4. Jonathan committed a crime. A police officer caught him in the act of robbing the gas station, his parents were informed that he was arrested, and he is now in jail.

______ 5. Jonathan committed a crime. His mother was crying and his father was pale after the police officer left their home.

C. The Writer's Technique

Read the following statements. Then answer the questions by writing the letter of the quotation to which the question best applies. You may use the same letter more than once.

a. "With over one hundred years of global investment experience, Swiss Bank Corporation has a long-established tradition of building wealth, preserving capital, and reducing risk for the private investor."
b. "You know perfectly well that a man without a single hair on his chest can cry just as freely as a man whose chest is as hairy as a barbershop floor."

c. "By copying, buying, and occasionally filching foreign technology, Japan has drawn close to—in many cases equaled—the achievements of the West."

d. "Both clubs were primed for the series. Detroit fans held a pep rally downtown. Local newspapers put out special supplements. The press box was packed."

e. "Cut the eggplant into 1/2-inch-thick slices, sprinkle lightly with salt, and let stand for thirty minutes. Heat the olive oil in a medium-size skillet over medium heat."

f. "A driveway lined with dogwood trees leads to enchanting 1930s updated country house on fifteen acres. Pool nestled among fruit orchards, wild flowers, gardens, and stone walls."

g. "Income may be subject to state and local taxes, as well as to the alternative minimum tax. Capital gains, if any, will be subject to capital gains taxes."

h. "A private co-educational school providing companionship and education for youngsters of borderline ability"

_______ 1. Which statement requires the reader's careful attention?

_______ 2. Which statement establishes a mood of excitement?

_______ 3. Which statement establishes a mood of structure and stability?

_______ 4. Which statement explains a phenomenon of world trade?

_______ 5. Which statement sets a peaceful mood?

_______ 6. Which statement is designed to appeal to people's pride?

_______ 7. Which statement appeals to a parent's point of view?

_______ 8. Which statement issues a warning?

_______ 9. Which statement is written in a humorous tone?

_______ 10. Which statement tells the reader what to do?

D. Techniques That Twist the Truth

For each of the following statements write *T* if the statement uses only truthful methods; write *S* if the statement is slanted as a result of bias, prejudice, or propaganda.

______ 1. All people who can afford it buy cars with power steering.

______ 2. There are hundreds of reasons why you should join the Molly Max fitness club.

______ 3. Drinking and driving isn't dangerous. Everyone in this town drinks, and there are very few accidents here.

______ 4. The surgeon general has determined that smoking is harmful to your health.

______ 5. Everyone who matters will be going to the picnic. If you don't go, the boss will hate you, and all the secretaries will talk.

Score: ______ correct × 4 points each = ______

Reading Selections

FROM **READING SKILLS HANDBOOK**
AND **THE READER'S CORNER**

Foul Shots

Rogelio R. Gomez

Racial, social, and cultural tensions mark a high school basketball game, and its memories trouble the writer for twenty years. What would you have done at the lunch right before the game?

Prereading

Freewrite on how you behave when you are insulted. How do you usually react to an insult? Do your actions make you feel better? Do you ever wish you had done anything differently after an incident has passed?

Word Highlights

sardonically (¶3)	scornfully; mockingly
cavalier (¶3)	proud; arrogant; self-important
inherently (¶4)	as a basic condition or characteristic
reprisal (¶4)	getting back at someone to cause at least the same injury in return
coup (¶7)	a brilliantly carried out strategy
reprimand (¶11)	criticize sharply; rebuke

Now and then I can still see their faces, snickering and laughing, their eyes mocking me. And it bothers me that I should remember. Time and maturity should have diminished the pain, because the incident happened more than 20 years ago. Occasionally, however, a smug smile triggers the memory, and I think, "I should have done something." Some act of defiance could have killed and buried the memory of the incident. Now it's too late.

2 In 1969, I was a senior on the Luther Burbank High School basketball team. The school is on the south side of San Antonio, in one of the city's many barrios. After practice one day our

coach announced that we were going to spend the following Saturday scrimmaging with the ball club from Winston Churchill High, located in the city's rich, white north side. After the basketball game, we were to select someone from the opposing team and "buddy up" — talk with him, have lunch with him and generally spend the day attempting friendship. By telling us that this experience would do both teams some good, I suspect our well-intentioned coach was thinking about the possible benefits of integration and of learning to appreciate the differences of other people. By integrating us with this more prosperous group, I think he was also trying to inspire us.

3 But my teammates and I smiled sardonically at one another, and our sneakers squeaked as we nervously rubbed them against the waxed hardwood floor of our gym. The prospect of a full day of unfavorable comparisons drew from us a collective groan. As "barrio boys," we were already acutely aware of the differences between us and them. Churchill meant "white" to us: It meant shiny new cars, two-story homes with fireplaces, pedigreed dogs and manicured hedges. In other words, everything that we did not have. Worse, traveling north meant putting up a front, to ourselves as well as to the Churchill team. We felt we had to pretend that we were cavalier about it all, tough guys who didn't care about "nothin'."

4 It's clear now that we entered the contest with negative images of ourselves. From childhood, we must have suspected something was inherently wrong with us. The evidence wrapped itself around our collective psyche like a noose. In elementary school, we were not allowed to speak Spanish. The bladed edge of a wooden ruler once came crashing down on my knuckles for violating this dictum. By high school, however, policies had changed, and we could speak Spanish without fear of physical reprisal. Still, speaking our language before whites brought on spasms of shame — for the supposed inferiority of our language and culture — and guilt at feeling shame. That mixture of emotions fueled our burning sense of inferiority.

5 After all, our mothers in no way resembled the glamorized models of American TV mothers — Donna Reed baking cookies in high heels. My mother's hands were rough and chafed, her wardrobe drab and worn. And my father was preoccupied with making ends meet. His silence starkly contrasted with the glib counsel Jim Anderson offered in "Father Knows Best." And where the Beaver worried about trying to understand some dif-

ficult homework assignment, for me it was an altogether different horror, when I was told by my elementary school principal that I did not have the ability to learn.

6 After I failed to pass the first grade, my report card read that I had a "learning disability." What shame and disillusion it brought my parents! To have carried their dream of a better life from Mexico to America, only to have their hopes quashed by having their only son branded inadequate. And so somewhere during my schooling I assumed that saying I had a "learning disability" was just another way of saying that I was "retarded." School administrators didn't care that I could not speak English.

7 As teen-agers, of course, my Mexican-American friends and I did not consciously understand why we felt inferior. But we might have understood if we had fathomed our desperate need to trounce Churchill. We viewed the prospect of beating a white, north-side squad as a particularly fine coup. The match was clearly racial, our need to succeed born of a defiance against prejudice. I see now that we used the basketball court to prove our "blood." And who better to confirm us, if not those whom we considered better? In retrospect, I realize the only thing confirmed that day was that we saw ourselves as negatively as they did.

8 After we won the morning scrimmage, both teams were led from the gym into an empty room where everyone sat on a shiny linoleum floor. We were supposed to mingle — rub the colors together. But the teams sat separately, our backs against concrete walls. We faced one another like enemies, the empty floor between us a no man's land. As the coaches walked away, one reminded us to share lunch. God! The mere thought of offering them a taco from our brown bags when they had refrigerated deli lunches horrified us.

9 Then one of their players tossed a bag of Fritos at us. It slid across the slippery floor and stopped in the center of the room. With hearts beating anxiously, we Chicanos stared at the bag as the boy said with a sneer, "Y'all probably like 'em" — the "Frito Bandito" commercial being popular then. And we could see them, smiling at each other, giggling, jabbing their elbows into one another's ribs at the joke. The bag seemed to grow before our eyes like a monstrous symbol of inferiority.

10 We won the afternoon basketball game as well. But winning had accomplished nothing. Though we had wanted to, we couldn't change their perception of us. It seems, in fact, that defeating them made them meaner. Looking back, I feel these

young men needed to put us "in our place," to reaffirm the power they felt we had threatened. I think moreover, that they felt justified, not only because of their inherent sense of superiority, but because our failure to respond to their insult underscored our worthlessness in their eyes.

11 Two decades later, the memory of their gloating lives on in me. When a white person is discourteous, I find myself wondering what I should do, and afterward, if I've done the right thing. Sometimes I argue when a deft command would suffice. Then I reprimand myself, for I am no longer a boy. But my impulse to argue bears witness to my ghosts. For, invariably, whenever I feel insulted I'm reminded of that day at Churchill High. And whenever the past encroaches upon the present, I see myself rising boldly, stepping proudly across the years and crushing, underfoot, a silly bag of Fritos. ■

EXERCISES

Understanding What You Have Read

1. In your own words write the topic of this selection.

Tensions at a basketball game between two culturally different groups

b 2. What is the main idea of this selection?
   a. The Luther Burbank High School basketball team won the scrimmage and game with Winston Churchill High.
   b. The failure to respond to an insult at a basketball game in his youth still haunts the writer.
   c. Race and class problems often emerge at basketball games.
   d. Don't try to mix with other racial or cultural groups.

3. In your own words write the main idea of paragraph 2.

The boys on the two

d 4. What were the backgrounds of the boys on the two teams?

a. Both teams were integrated with Mexican Americans and whites.
b. Burbank's team was white; Churchill's team was Mexican-American.
c. Both teams were mostly Mexican-American.
[✓ d.] Burbank's team was Mexican-American; Churchill's team was white.

c 5. Which of the following reasons does *not* explain the coach's motives in arranging the experience for the Burbank team?

a. The coach wanted to inspire the boys.
b. He wanted them to learn the benefits of integration.
[✓ c.] He wanted them to see how much better they were than the Churchill boys.
d. He wanted them to appreciate the differences among people.

b 6. According to the writer, the barrio boys had negative images of themselves because they
a. couldn't play basketball well.
[✓ b.] felt that their language and culture were inferior.
c. didn't have the kinds of sneakers the Churchill boys had.
d. didn't speak as many languages as the Churchill boys.

a 7. The main reason the barrio boys wanted to beat the Churchill team was
[✓ a.] racial.
b. unexplainable.
c. to make their parents proud.
d. to prove that they were not learning-disabled.

d 8. At lunch one of the Churchill boys
a. ate a taco from one of the brown lunch bags.
b. offered a deli sandwich to one of the boys on the Burbank team.
c. made fun of the Burbank team for speaking Spanish.
[✓ d.] threw a bag of Fritos across the gym floor.

c 9. What was the outcome of the game?
a. Burbank won and felt great about the victory.
b. Churchill won and felt great about the victory.

   [✓ c.] Burbank won, but the victory accomplished nothing.
   d. Churchill won, but the victory accomplished nothing.

a 10. The writer gives several reasons why the boys on the Churchill team behaved as they did. Which of the following was *not* one of them?
   [✓ a.] They did not like the fact that the boys from Burbank spoke Spanish.
   b. They felt that they needed to put the Burbank boys in their place.
   c. They needed to reaffirm the power they felt the Burbank team threatened.
   d. The Burbank team did not respond to the Churchill team's insult.

Interpreting and Evaluating

d 1. The title "Foul Shots" probably refers to
   a. the part of a basketball game in which a player shoots for extra points because someone blocked unfairly.
   b. the bag of Fritos tossed foully across the floor at lunchtime.
   c. the mean-spirited shots of laughter and joking at the expense of the Mexican-American boys.
   [✓ d.] all of the above.

b 2. We can infer that during the author's youth, when children in San Antonio spoke Spanish in elementary school, they
   a. were praised.
   [✓ b.] were punished.
   c. were put on the basketball team.
   d. felt proud of their Mexican heritage.

c 3. The writer leads us to conclude that if he had been encouraged to speak Spanish in school, he might
   a. have known what to do before the game.
   b. have offered tacos to the Churchill team.
   [✓ c.] not have felt so inferior to the whites.
   d. have played better basketball with his friends.

a 4. We can infer that the programs about American family life that the writer watched on television made him feel
   [✓ a.] inferior.
   b. part of the American mainstream.

c. that his father worked too hard.
d. that his mother should wear high heels when she baked cookies.

c 5. We can infer that the Frito Bandito was a(n)
a. Mexican-American businessman who enjoyed corn chips.
b. teenage basketball player who made a Fritos commercial in Spanish.
[✓ c.] comical Mexican character who stole Fritos from people who were eating them.
d. offensive member of the Churchill team.

d 6. We can conclude that one of the Churchill boys threw the bag of Fritos across the floor in order to
a. trip one of the Burbank boys.
b. make a mess on the floor.
c. deliver a challenge to the Burbank team for another game to settle the score.
[✓ d.] insult the Burbank team.

a 7. We can predict that if a white person is discourteous to him now, the writer would
[✓ a.] not be sure what to do.
b. argue with him or her.
c. offer a deft comment.
d. refuse to speak with the person.

c 8. We can safely conclude that if he could return to the moment when one of the Churchill boys threw down the bag of Fritos, the writer would
a. remain silent at the insult.
b. tell the coach to do something about the insult.
[✓ c.] take action himself.
d. have picked up the bag and eaten the contents.

9. Put a check mark beside each generalization with which you think the writer of this selection would agree.

a. White people and Mexican Americans cannot get along with each other.

✓ b. Even a seemingly minor experience in the past can bother us in the present.

✓ c. People do not always know how to respond to hurtful acts.

✓ d. Unpleasant consequences can result when people who don't know one another are forced to make friends.

_____ e. People of other races should not watch the glamorized models of American TV mothers and fathers.

Vocabulary

Use word-part clues — prefixes, suffixes, roots, and compound words — to help you determine the meanings of the following words from the selection. Underline the word parts that you recognize. Write definitions for the words in the blank spaces.

1. prosperous (¶2) having success
2. preoccupied (¶5) absorbed in thought
3. disillusion (¶6) destruction of a dream
4. inadequate (¶6) not good enough
5. confirm (¶7) verify; prove
6. retrospect (¶7) looking at things in the past
7. reaffirm (¶10) declare positively again
8. underscored (¶10) emphasized; put a line under
9. discourteous (¶11) not showing good manners
10. invariably (¶11) without any change

Match each word in Column A with the letter of the best definition from Column B. Use context clues from the selection. Refer to a dictionary only if necessary.

	Column A	*Column B*
i	11. diminished	a. too self-satisfied
a	12. smug	b. harshly
g	13. chafed	c. skillful
j	14. drab	d. intrude gradually
b	15. starkly	e. insincere

	Column A	*Column B*
e	16. glib	f. excessive satisfaction
h	17. fathomed	g. raw and sore
f	18. gloating	h. understood
c	19. deft	i. lessened
d	20. encroach	j. colorless

WRITING PRACTICE

Writing in Your Journal

Write a few paragraphs in your journal about a moment in your past when someone insulted you. What action, if any, did you take in response to the insult? How did you feel?

More Writing Practice

1. Write a summary of the key events in this essay in chronological order.
2. Write a letter to either coach — the coach of the Burbank basketball team or of the Churchill basketball team — telling him what steps you think that coach might have taken to prevent or deal with the Fritos incident.

Six Keys to Quicker Learning

Patricia Skalka

Do you forget things easily? This essay shows how to improve learning in six easy steps. Read to find out what you can do to learn faster and to improve your memory.

Prereading

Before you read the selection, make a concept or word map on the topic *learning more quickly.* Use separate paper.

Word Highlights

absorbent (¶2)	able to soak something up
retention (¶5)	ability to remember
enhancing (¶9)	helping; increasing in value
gimmick (¶14)	tricky device
cognitive (¶14)	relating to how we acquire knowledge
distractions (¶21)	things that draw attention away from a focus or direction

A friend of mine was at a dinner party where two men she knew were discussing *The Right Stuff,* a book about the Mercury space program. While Ted went on and on about the technical details he had picked up from the book, Dan offered only a few tentative comments. "Ted got so much more out of the reading than I did," Dan later said to my friend. "Is he much smarter than I am?"

2 My friend, an educator, was curious. She knew the two men had similar educational backgrounds and intelligence levels. She talked with each and discovered the answer: Ted just knew how to learn better than Dan did. Ted had made his brain more absorbent by using a few simple skills.

3 For years, experts had believed that an individual's ability to learn was a fixed capacity. During the last two decades, however, leading psychologists and educators have come to think otherwise. "We have increasing proof that human intelligence is expandable," says Jack Lochhead, director of the Cognitive Development Project at the University of Massachusetts in Amherst. "We know that with proper skills people can actually improve their learning ability."

4 Moreover, these skills are basic enough so that almost anyone can master them with practice. Here, gathered from the ideas of experts across the country, are six proven ways to boost your learning ability.

5 1. *Look at the big picture first.* When reading new, unfamiliar material, do not plunge directly into it. You can increase your comprehension and retention if you scan the material first. Skim subheads, photo captions, and any available summaries. With reports or articles, read the first sentence of each paragraph; with books, glance at the table of contents and introduction.

6 All this previewing will help anchor in your mind what you then read.

7 2. *Slow down and talk to yourself.* While speed-reading may be fine for easy material, slower reading can be much more effective for absorbing complex, challenging works. Arthur Whimbey and Jack Lochhead, co-authors of the high school and college handbook *Problem Solving and Comprehension,* have isolated three basic differences in how good and bad learners study:

   - Good learners vocalize, or voice, the material, either silently or aloud. They slow down, listening to each word as they read.
   - Good learners, when stymied, automatically reread until they understand the material. Poor readers, by contrast, just keep going if they don't get it the first time.
   - Good learners become "actively involved" with new information. They think about what they read, challenge it, make it their own.

8 In 1979, Whimbey introduced a slow, vocalized reading method into a five-week, pre-freshman program at Xavier University in New Orleans. Many of the 175 students using this technique jumped two grade levels in comprehension, and their college-aptitude test scores rose by as much as 14 percent.

9 3. *Practice memory-enchancing techniques.* When I was eight and couldn't spell *arithmetic,* a teacher taught me a sentence that has remained locked in my mind for decades: "A rat in Tom's house may eat Tom's ice cream." The first letters of each word spell *arithmetic.*

10 All such memory-enhancing techniques, called mnemonics, transform new information into more easily remembered formulations.

11 Other first-letter mnemonics include "Homes" (the names of the Great Lakes — Huron, Ontario, Michigan, Erie, and Superior); "George Eaton's old granny rode a pig home yesterday" (for spelling *geography*); and "My very educated mother just served us nine pickles" (the planet system in order — Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).

12 Mnemonics can also work with images. The trick is to invent visual clues that will make unfamiliar material mean something to you.

13 In studying Spanish, for example, you might learn that the word for "duck" is *pato. Pato* sounds like the English word *pot.* To link the two, imagine a duck waddling about with a large pot over its head. You will have a clear image that reminds you pot = *pato* = duck.

14 Once dismissed by researchers as a mere gimmick, mnemonics are now considered an effective means of boosting memory — doubling or even tripling the amount of new material that test subjects can retain. "A good memory is the key to all cognitive processes," according to William G. Chase, professor of psychology at Carnegie-Mellon University in Pittsburgh. "And it is something we can all have with practice."

15 Cognitive research shows that we have two kinds of memory: short-term and long-term. Short-term memory (STM) lasts for about 30 to 60 seconds. We call directory assistance for a phone number, dial the number, and then forget it. Long-term memory (LTM), however, can last a lifetime. The secret to developing a good memory, says Francis

S. Bellezza, author of *Improve Your Memory Skills,* is learning how to transfer useful information from STM to LTM and how to retrieve that information when needed.

16 Mnemonics can be the key that puts data into LTM and gets the information back out again. Remember, the mind and memory are like muscles — the more you use them, the stronger they get.

17 4. *Organize facts into categories.* In studies at Stanford University, students were asked to memorize 112 words. These included names of animals, items of clothing, types of transportation, and occupations. For one group, the words were divided into these four categories. For a second group, the words were listed at random. Those who studied the material in organized categories consistently outperformed the others, recalling two to three times more words.

18 "Trying to digest new information in one lump is difficult," says Thomas R. Trabasso, professor of education and behavioral science at the University of Chicago. "By analyzing new material and dividing it into meaningful chunks, you make learning easier."

19 For example, to remember the names of all former U.S. Presidents in proper order, cluster the leaders into groups — those before the War of 1812, those from 1812 until the Civil War, those from the Civil War to World War I, and those after World War I. By thus organizing complex material into logical categories you create a permanent storage technique.

20 5. *Focus your attention.* The next time you are faced with new material you need to master, ask yourself, What do I want to learn from reading this, and how will I benefit from the knowledge gained? "By telling ourselves what the learning will do for us, we reduce our resistance to studying and become better learners," says Russell W. Scalpone, a psychologist and manager at A. T. Kearney, Inc., an international management-consulting firm.

21 Scalpone recommends four other techniques for improving concentration and focus:

- Establish a time and a place for learning. Take the phone off the hook; close the door. By regulating your environment, you create the expectation that learning will occur.
- Guard against distractions. Don't be shy about hanging a "Do Not Disturb" sign on your door. You have a right to your time.

- Try a variety of learning methods. Diagramming, note taking, outlining, even talking into a tape recorder are study techniques that can increase concentration. Use whatever study skills you are most comfortable with. Be creative.
- Monitor your progress. Being busy is not always the same as being productive. Stop occasionally and ask yourself, Am I contributing right now to my learning goal? If the answer is yes, keep working. If no, ask yourself why. If you're not making progress because of tension or fatigue, take a break — without feeling guilty. Regular breaks can improve the learning process.

22 6. *Discover your own learning style.* Educators Rita and Ken Dunn tell the story of three children who each received a bicycle for Christmas. The bikes, purchased unassembled, had to be put together by parents. Tim's father read the directions carefully before he set to work. Mary's father laid out the pieces on the floor and handed the directions to Mary's mother. "Read this to me," he said, as he surveyed the components. George's mother instinctively began fitting pieces together, glancing at the directions only when stymied. By day's end, all three bikes were assembled, each from a different approach.

23 "Although they didn't realize it," says Rita Dunn, professor of education at St. John's University in New York City, "the parents had worked according to their own learning styles."

24 "Our approaches to unfamiliar material are as unique and specialized as we are, and a key to learning is recognizing — and accommodating — the style that suits us best," says Ken Dunn, professor of education at Queens College in New York City.

25 Learning styles can vary dramatically. The Dunns have developed a Productivity Environment Preference Survey, which identifies 21 elements that affect the way we learn. These factors include noise level, lighting, amount of supervision required, even the time of day.

26 What's *your* style? Try some self-analysis. What, for example, is your approach to putting together an unassembled item? Do you concentrate better in the morning or in the evening? In a noisy environment or a quiet one? Make a list of all the pluses and minuses you can identify. Then use this list to create the learning environment best for you.

27 Whichever style works for you, the good news is that you *can* expand your learning capacity. And this can make your life fuller and more productive. ■

EXERCISES

Understanding What You Have Read

c 1. The main idea of this selection is that
   a. either you're born with a good memory or you aren't.
   b. people who don't study don't succeed in life.
   c. people can learn to improve their study habits.
   d. learning to study isn't easy for most people.

b 2. According to the selection, the key to all cognitive processes is
   a. intelligence.
   b. a good memory.
   c. reading.
   d. studying.

a 3. "A rat in Tom's house may eat Tom's ice cream" is a sentence intended to help people remember
   a. how to spell *arithmetic.*
   b. the names of the Great Lakes.
   c. the Spanish word for "duck."
   d. not to leave food out for rats.

b 4. Which learning technique is *not* recommended by the author?
   a. talking to yourself
   b. speed reading
   c. looking at the big picture
   d. organizing information into categories

c 5. The article says that human intelligence
   a. is fixed at birth.
   b. is generally the same for people in the same family.
   c. can be expanded.
   d. varies according to social or economic group.

a 6. Which of the following does the psychologist Russell W. Scalpone recommend for effective studying?
   a. no distractions
   b. group study

c. tape-recorded background music
d. any setting

c 7. The technique suggested for learning the names of all former U.S. presidents is
a. organizing them into alphabetical order.
b. making one sentence using all their names.
c. grouping them according to historical periods.
d. repeating their names over and over again.

d 8. The writer recommends speed-reading
a. for scientific subjects.
b. for all kinds of reading.
c. only for really bright people.
d. only for easy reading.

d 9. The example of the three parents who assemble bicycles for their children shows that
a. mechanical skills are easy to learn.
b. every child needs a bicycle.
c. if at first you don't succeed, try, try again.
d. people learn things in different ways.

b 10. STM and LTM are
a. practice memory exercises.
b. abbreviations for *short-term memory* and *long-term memory.*
c. abbreviations for *strong-terminal mnemonics* and *loose-terminal mnemonics.*
d. mnemonics to remember how to spell *SiTuation coMedy* and *Laser TrauMa.*

a 11. According to this article, you can monitor your learning progress by
a. asking yourself questions.
b. taking a break.
c. taking a test.
d. making progress.

12. Write *maj* next to major details from the selection and *min* next to minor details.

MAJ a. Learning skills are easy to master.
Min b. Ted had read *The Right Stuff.*
Maj c. Mnemonics are not gimmicks.

min d. The word for "duck" in Spanish is *pato.*

min e. Mercury is the planet closest to the sun.

min f. There is a cognitive development project at the University of Massachusetts in Amherst.

maj g. Memory is improved by transferring information from short-term memory to long-term memory.

Interpreting and Evaluating

a 1. We can infer from this article that
   a. everybody has the potential to be a good learner.
   b. only some people can improve their ability to learn.
   c. some people will never learn, no matter what they do.
   d. most people don't need to improve their learning habits.

b 2. We can infer that the reason many people haven't used the techniques recommended in the selection is that
   a. they are too stubborn.
   b. they are not aware of cognitive research.
   c. they don't believe these techniques work.
   d. no one has published anything about learning theory.

a 3. We can infer that looking closely for important factual details as you read a selection
   a. is an excellent way to boost your learning ability.
   b. won't help you improve your learning ability.
   c. will help you talk to yourself.
   d. is a study method preferred by cognitive psychologists.

c 4. We can conclude from this selection that research into how people learn
   a. no longer interests scholars.
   b. is supported by government funding.
   c. interests scholars and researchers in many different places.
   d. won't produce any more information than we already have.

a 5. We can predict that the author might recommend using the sentence "Yes, I eat limes daily" as a means to remember
   a. how to spell *yield.*
   b. how to spell *limes.*

c. to eat certain foods every day.
d. how important a regular diet of fruit is.

6. Put a check mark next to any generalizations you can draw from the selection.

____✓____ a. By collecting and examining new data, experts can change their views on important issues.

____✓____ b. Talking aloud is a learning tool.

________ c. Mental pictures do not help us retain information for very long.

____✓____ d. Our physical surroundings influence how we learn.

________ e. Very educated mothers sometimes serve pickles to their children.

____C____ 7. Which of the following kind of evidence does the writer *not* present in this selection?
a. quotations from books
b. excerpts from interviews with friends
c. data collected from her own laboratory research
d. information based on interviews with experts

____d____ 8. This selection is intended especially for
a. educational psychologists and other researchers.
b. elementary school children.
c. college students.
d. anyone who wants to improve learning.

9. Next to each of the following statements write *F* if the statement is fact and *O* if the statement is opinion.

____F____ a. We have proof that intelligence can be expanded.

____O____ b. Good learners involve themselves actively with new information.

____O____ c. We reduce our resistance to study by telling ourselves how the learning will benefit us.

____F____ d. Some students in a vocalized reading program at Xavier University raised their aptitude test scores by as much as 14 percent.

____F____ e. Researchers describe two kinds of memory: short-term memory and long-term memory.

a 10. The author's basic purpose in this selection is to
- a. teach.
- b. narrate events.
- c. argue a controversial point.
- d. describe a vivid scene.

Vocabulary

Using sentence clues and word part clues, choose the best meaning for each word in italics and write the letter in the space below. Return to the selection for help as required. Use a dictionary only if necessary. Put a check mark beside any question for which you had to use a dictionary.

b 1. only a few *tentative* comments
- a. definite
- b. uncertain
- c. ridiculous
- d. intelligent

c 2. intelligence is *expandable*
- a. well developed
- b. hard to define
- c. able to increase in size or amount
- d. able to exist without further support

b 3. do not *plunge* directly into it
- a. pull
- b. dive
- c. ask
- d. speak

a 4. *vocalize,* or voice the material
- a. say aloud
- b. sing
- c. read
- d. violate

c 5. when *stymied,* automatically reread
- a. interested
- b. pleased
- c. blocked
- d. helped

a 6. memory-enhancing techniques, called *mnemonics*
   a. tricks for improving memory
   b. techniques for naming new objects
   c. ways to avoid unpleasant memories
   d. stereophonics

c 7. once *dismissed* by researchers
   a. ordered
   b. supported
   c. rejected
   d. discovered

d 8. effective means of *boosting* memory
   a. reducing
   b. cheering
   c. comparing
   d. increasing

d 9. reduce our *resistance* to studying
   a. desire for
   b. hatred of
   c. boredom with
   d. opposition to

a 10. create the *expectation* that learning will occur
   a. state of looking ahead to something
   b. memory
   c. mnemonic
   d. state of reading carefully

WRITING PRACTICE

Writing in Your Journal

Write a journal entry to explore ways that you could apply the study techniques proposed here to a specific course you are taking this semester.

More Writing Practice

1. Write a paragraph or two in which you summarize the major learning techniques presented in this selection.
2. Write a page or two on this topic: "Six Keys to Quicker ____________." Fill in the blank with a word or phrase of your choice.

CRISSCROSS

A Collaborative Learning Exercise

Form a group with two to four other students after you read "What's Your Best Time of Day?" How might the kinds of biological rhythms suggested by Susan Perry and Jim Dawson affect the kind of learning plan proposed by Patricia Skalka? What issues does your group think these writers would talk about if you could bring them together for a discussion of their ideas? Who do you think would make the better argument?

My Husband's Nine Wives

Elizabeth Joseph

Many of us have set ideas about what marriage is like. But how would you feel if you were part of a plural marriage like the one described by Elizabeth Joseph, a Utah lawyer?

Prereading

Make a list of everything that comes to your mind when you think of marriage.

Word Highlights

paradox (¶4)	a riddle; a seeming contradiction
at first blush (¶4)	in the beginning
commiserate (¶10)	to talk sympathetically with another person
spontaneity (¶13)	unplanned action

I married a married man.

2 In fact, he had six wives when I married him 17 years ago. Today, he has nine.

3 In March, the Utah Supreme Court struck down a trial court's ruling that a polygamist couple could not adopt a child because of their marital style. Last month, the national board of the American Civil Liberties Union, in response to a request from its Utah chapter, adopted a new policy calling for the legalization of polygamy.

4 Polygamy, or plural marriage, as practiced by my family is a paradox. At first blush, it sounds like the ideal situation for the man and an oppressive one for the women. For me, the opposite is true. While polygamists believe that the Old Testament man-

dates the practice of plural marriage, compelling social reasons make the life style attractive to the modern career woman.

5 Pick up any women's magazine and you will find article after article about the problems of successfully juggling career, motherhood and marriage. It is a complex act that many women struggle to manage daily; their frustrations fill up the pages of those magazines and consume the hours of afternoon talk shows.

6 In a monogamous context, the only solutions are compromises. The kids need to learn to fix their own breakfast, your husband needs to get used to occasional microwave dinners, you need to divert more of your income to insure that your preschooler is in a good day care environment.

7 I am sure that in the challenge of working through these compromises, satisfaction and success can be realized. But why must women only embrace a marital arrangement that requires so many trade-offs?

8 When I leave for the 60-mile commute to court at 7 A.M., my 2-year-old daughter, London, is happily asleep in the bed of my husband's wife Diane. London adores Diane. When London awakes, about the time I'm arriving at the courthouse, she is surrounded by family members who are as familiar to her as the toys in her nursery.

9 My husband Alex, who writes at night, gets up much later. While most of his wives are already at work, pursuing their careers, he can almost always find one who's willing to chat over coffee.

10 I share a home with Delinda, another wife, who works in town government. Most nights, we agree we'll just have a simple dinner with our three kids. We'd rather relax and commiserate over the pressures of our work day than chew up our energy cooking and doing a ton of dishes.

11 Mondays, however, are different. That's the night Alex eats with us. The kids, excited that their father is coming to dinner, are on their best behavior. We often invite another wife or one of his children. It's a special event because it only happens once a week.

12 Tuesday night, it's back to simplicity for us. But for Alex and the household he's dining with that night, it's their special time.

13 The same system with some variation governs our private time with him. While spontaneity is by no means ruled out, we basically use an appointment system. If I want to spend Friday evening at his house, I make an appointment. If he's already "booked," I either request another night or if my schedule is

inflexible, I talk to the other wife and we work out an arrangement. One thing we've all learned is that there's always another night.

14 Most evenings, with the demands of career and the literal chasing after the needs of a toddler, all I want to do is collapse into bed and sleep. But there is also the longing for intimacy and comfort that only he can provide, and when those feelings surface, I ask to be with him.

15 Plural marriage is not for everyone. But it is the life style for me. It offers men the chance to escape from the traditional, confining roles that often isolate them from the surrounding world. More important, it enables women, who live in a society full of obstacles, to fully meet their career, mothering and marriage obligations. Polygamy provides a whole solution. I believe American women would have invented it if it didn't already exist. ■

EXERCISES

Understanding What You Have Read

1. Write the main idea of this selection in your own words.

____

____

______ 2. According to the essay, what careers do Elizabeth and Alex have?
   a. They are both writers.
   b. Elizabeth is a writer and Alex is a lawyer.
   c. They are both lawyers.
   d. Elizabeth is a lawyer and Alex is a writer.

______ 3. Delinda and Diane are
   a. Elizabeth's children.
   b. Alex's children.
   c. two of Alex's other wives.
   d. London's cousins.

______ 4. When Elizabeth goes to work early in the morning, her daughter
   a. goes along with her.

b. stays in bed with Diane.
c. goes to work with Delinda.
d. stays alone on her best behavior.

_______ 5. On Monday nights
a. the family eats a simple dinner.
b. Alex eats with another household.
c. the kids are excited because their father is coming to dinner.
d. Alex chats over coffee with one of his wives.

_______ 6. Which of the following paragraph patterns does paragraph 6 draw on?
a. description
b. narration
c. comparison and contrast
d. cause and effect

_______ 7. If Elizabeth wants to be with her husband on a night that he is not scheduled to be with her, she
a. makes an appointment.
b. visits him spontaneously.
c. has to wait until her time with him comes.
d. works late to take her mind off him.

Interpreting and Evaluating

_______ 1. Which of the following inferences definitely *cannot* be made about Diane, one of Alex's other wives?
a. She has her own children living at home with her.
b. Her house is not far from Elizabeth's.
c. She lives near the courthouse.
d. She enjoys having London stay with her.

_______ 2. Joseph believes that polygamy is a paradox because it only seems
a. bad for the woman but really is not.
b. good for the man but really is not.
c. good for both but really is not.
d. bad for both but really is not.

_______ 3. Since Elizabeth married Alex, he has married
a. nine women.
b. two women.
c. six women.
d. no other women.

______ 4. From Joseph's essay, we can safely conclude that Alex
   a. likes having dinner with Diane and London more than with his other wives and children.
   b. eats with each wife and her child alone at least once a week.
   c. may not be able to have dinner weekly with each of his wives.
   d. does not enjoy eating with more than one wife at a time.

______ 5. We can predict that if Alex married another woman now, Elizabeth would
   a. be very angry.
   b. ask her to take care of London.
   c. welcome her.
   d. encourage her to find a career.

______ 6. As for the rights of polygamous couples, the state of Utah generally
   a. supports them.
   b. opposes them.
   c. takes no position on them.
   d. refers them to the American Civil Liberties Union.

______ 7. With which of the following generalizations would Joseph *not* agree?
   a. Women should enter polygamous marriages.
   b. Polygamy is an option that some modern women may find attractive.
   c. People should not have to compromise their lives in order to solve problems.
   d. Women should not have to sacrifice any of their obligations — having a career, being a wife, being a mother.

______ 8. To support the points in this essay, Joseph essentially
   a. relies on data and statistics.
   b. avoids personal experience.
   c. quotes extensively from reliable sources.
   d. ignores unfavorable or opposing arguments.

Vocabulary

Use sentence clues from the selection to define, in your own words, the words in italics. Write your definitions on the blank lines.

1. "*Polygamy,* or plural marriage, . . . is a paradox." (¶4)

   Polygamy means ______________________________

   ______________________________.

2. ". . . the Old Testament *mandates* the practice of plural marriage." (¶4)

   Mandates means ______________________________

   ______________________________.

3. "In a monogamous context, the only solutions are *compromises.*" (¶6)

   Compromises means ______________________________

   ______________________________.

4. "But why must women only embrace a *marital* arrangement that requires so many trade-offs?" (¶7)

   Marital means ______________________________

   ______________________________.

5. ". . . if my schedule is *inflexible,* I talk to the other wife and we work out an arrangement." (¶13)

   Inflexible means ______________________________

   ______________________________.

6. ". . . it enables women . . . to fully meet their career, mothering and marriage *obligations.*" (¶15)

   Obligations means ______________________________

   ______________________________.

WRITING PRACTICE

Writing in Your Journal

Write a few paragraphs in your journal from the point of view of a child in a polygamous marriage. How would you feel in such a situation? Write about how you would relate to your mother, your father's other wives, your father, and your brothers and sisters.

More Writing Practice

1. Write a summary of the article.
2. Write a page or two in which you argue in favor of or against polygamy. Support your points.

What's Your Best Time of Day?

Susan Perry
Jim Dawson

At different times of the day, we are better at doing different kinds of things, according to the scientific findings summarized in this magazine article. As you read, think about how the ideas apply to your own body clock.

Prereading

On a separate sheet of paper make a list of questions about the words *body clock*. Write down as many questions as you can raise about the topic.

Word Highlights

cravings (¶1)	desires
accommodating (¶2)	agreeable
mollusks (¶3)	shellfish and related water animals
menstrual (¶3)	relating to the monthly discharge of unused eggs by women
flux (¶4)	change
manual dexterity (¶13)	ability to do things with your hands

Every fall, Jane, a young mother and part-time librarian, begins to eat more and often feels sleepy. Her mood is also darker, especially when she awakens in the morning; it takes all her energy just to drag herself out of bed. These symptoms persist until April, when warmer weather and longer days seem to lighten her mood and alleviate her cravings for food and sleep.

2 Joseph, a 48-year-old engineer for a Midwestern computer company, feels cranky early in the morning. But as the day progresses, he becomes friendlier and more accommodating.

3 All living organisms, from mollusks to men and women, exhibit biological rhythms. Some are short and can be measured in minutes or hours. Others last days or months. The peaking of body temperature, which occurs in most people every evening, is a daily rhythm. The menstrual cycle is a monthly rhythm. The increase in sexual drive in the autumn — not in the spring, as poets would have us believe — is a seasonal, or yearly, rhythm.

4 The idea that our bodies are in constant flux is fairly new — and goes against traditional medical training. In the past, many doctors were taught to believe the body has a relatively stable, or homeostatic, internal environment. Any fluctuations were considered random and not meaningful enough to be studied.

5 As early as the 1940s, however, some scientists questioned the homeostatic view of the body. Franz Halberg, a young European scientist working in the United States, noticed that the number of white blood cells in laboratory mice was dramatically higher and lower at different times of day. Gradually, such research spread to the study of other rhythms in other life forms, and the findings were sometimes startling. For example, the time of day when a person receives X-ray or drug treatment for cancer can affect treatment benefits and ultimately mean the difference between life and death.

6 This new science is called chronobiology, and the evidence supporting it has become increasingly persuasive. Along the way, the scientific and medical communities are beginning to rethink their ideas about how the human body works, and gradually what had been considered a minor science just a few years ago is being studied in major universities and medical centers around the world. There are even chronobiologists working for the National Aeronautics and Space Administration, as well as for the National Institutes of Health and other government laboratories.

7 With their new findings, they are teaching us things that can literally change our lives — by helping us organize ourselves so we can work *with* our natural rhythms rather than against them. This can enhance our outlook on life as well as our performance at work and play.

8 Because they are easy to detect and measure, more is known of daily — or circadian (Latin for "about a day") — rhythms than other types. The most obvious daily rhythm is the sleep/wake

cycle. But there are other daily cycles as well: temperature, blood pressure, hormone levels. Amid these and the body's other changing rhythms, you are simply a different person at 9 A.M. than you are at 3 P.M. How you feel, how well you work, your level of alertness, your sensitivity to taste and smell, the degree with which you enjoy food or take pleasure in music — all are changing throughout the day.

9 Most of us seem to reach our peak of alertness around noon. Soon after that, alertness declines, and sleepiness may set in by midafternoon.

10 Your short-term memory is best during the morning — in fact, about 15 percent more efficient than at any other time of day. So, students, take heed: when faced with a morning exam, it really does pay to review your notes right before the test is given.

11 Long-term memory is different. Afternoon is the best time for learning material that you want to recall days, weeks or months later. Politicians, business executives or others who must learn speeches would be smart to do their memorizing during that time of day. If you are a student, you would be wise to schedule your more difficult classes in the afternoon, rather than in the morning. You should also try to do most of your studying in the afternoon, rather than late at night. Many students believe they memorize better while burning the midnight oil because their short-term recall is better during the wee hours of the morning than in the afternoon. But short-term memory won't help them much several days later, when they face the exam.

12 By contrast, we tend to do best on cognitive tasks — things that require the juggling of words and figures in one's head — during the morning hours. This might be a good time, say, to balance a checkbook.

13 Your manual dexterity — the speed and coordination with which you perform complicated tasks with your hands — peaks during the afternoon hours. Such work as carpentry, typing or sewing will be a little easier at this time of day.

14 What about sports? During afternoon and early evening, your coordination is at its peak, and you're able to react the quickest to an outside stimulus — like a baseball speeding toward you at home plate. Studies have also shown that late in the day, when your body temperature is peaking, you will *perceive* a physical workout to be easier and less fatiguing — whether it actually is or not. That means you are more likely to work harder during a late-afternoon or early-evening workout,

and therefore benefit more from it. Studies involving swimmers, runners, shot-putters and rowing crews have shown consistently that performance is better in the evening than in the morning.

15 In fact, all of your senses — taste, sight, hearing, touch and smell — may be at their keenest during late afternoon and early evening. That could be why dinner usually tastes better to us than breakfast and why bright lights irritate us at night.

16 Even our perception of time changes from hour to hour. Not only does time seem to fly when you're having fun, but it also seems to fly even faster if you are having that fun in the late afternoon or early evening, when your body temperature is also peaking.

17 While all of us follow the same general pattern of ups and downs, the exact timing varies from person to person. It all depends on how your "biological" day is structured — how much of a morning or night person you are. The earlier your biological day gets going, the earlier you are likely to enter — and exit — the peak times for performing various tasks. An extreme morning person and an extreme night person may have circadian cycles that are a few hours apart.

18 Each of us can increase our knowledge about our individual rhythms. Learn how to listen to the inner beats of your body; let them set the pace of your day. You will live a healthier — and happier — life. As no less an authority than the Bible tells us, "To every thing there is a season, and a time to every purpose under heaven." ■

EXERCISES

Understanding What You Have Read

1. Write in your own words the main idea of this selection.

____

____

______ 2. This main idea of the selection is stated most directly in the

a. final sentence of the first paragraph.
b. sentences 2 and 3 of paragraph 18.
c. opening sentence of paragraph 5.
d. final sentence of paragraph 17.

______ 3. The main idea of the opening paragraph about Jane is
   a. stated in the first sentence.
   b. stated in the second sentence.
   c. stated in the third sentence.
   d. implied only.

4. Write in your own words the main idea of the opening paragraph (see question 3).

______

______

______ 5. Sexual drive is at a peak
   a. in the morning.
   b. monthly.
   c. in the fall.
   d. when the mood strikes you.

______ 6. The main idea of paragraph 8 is
   a. in the first sentence of that paragraph.
   b. in the third sentence.
   c. in the last sentence.
   d. only implied.

______ 7. The most important detail about Franz Halberg is that he
   a. was young.
   b. was European, even though he worked in the United States.
   c. worked with the white blood cells of laboratory mice.
   d. noticed changes in white blood cell count that depended on the time of day.

______ 8. Most of us are alert
   a. in the morning.
   b. around noon.
   c. late in the afternoon.
   d. in the winter.

______ 9. Which of the following is *not* at a peak during the late afternoon and early evening?
   a. senses of sight and smell
   b. athletic performance
   c. cognitive ability
   d. sense of time passing rapidly

_______ 10. Paragraph 11 follows a pattern of
  a. listing of details.
  b. cause and effect.
  c. classification.
  d. comparison and contrast.

_______ 11. Paragraphs 11 and 12 are related by
  a. cause and effect.
  b. time order.
  c. order of importance.
  d. contrast.

Interpreting and Evaluating

1. Put a check mark before each statement we can properly conclude from this selection.

_______ a. We all follow a daily pattern of changing skills.

_______ b. We all are best at the same things at the same times.

_______ c. People tend to be mentally quicker in the morning but more thoughtful in the afternoon.

_______ d. Jane suffers from a serious circadian-cycle disorder.

_______ e. Cognitive tasks and studying use different types of skills.

_______ f. Daily patterns of mood change are to be expected.

_______ g. Scientists fully understand the effects of biological rhythms.

_______ h. Body temperature seems to be related to keenness of the senses and perception of time.

_______ i. Traditional medical beliefs about the body being a homeostatic system are incorrect.

_______ j. What scientists have learned about circadian rhythms is useful knowledge.

_______ k. The timing of body rhythms varies from person to person.

2. Based on the information in this article, predict the time of day that you would most likely perform the activity best. Write your answer on the blank line.

a. doing a crossword puzzle ____________________

b. knitting ____________________

c. enjoying a party ____________________

d. taking a nap ____________________

e. memorizing a speech ____________________

f. preparing for a morning quiz ____________________

g. preparing for an afternoon quiz ____________________

h. archery ____________________

i. playing Jeopardy ____________________

j. playing basketball ____________________

k. watching basketball ____________________

l. tasting wine ____________________

m. working with dangerous tools ____________________

n. running a marathon ____________________

______ 3. Based on the information in this selection, you can generalize that you would do best if you
a. follow the same strict schedule every day.
b. don't plan your activities, but do what you feel like doing.
c. do all your thinking in the morning.
d. pay attention to your body rhythms.

______ 4. The purpose of this selection is to
a. help the reader live more healthfully, happily, and successfully.
b. amuse the reader.
c. persuade the reader to support chronobiological research.
d. make the reader distrust doctors who have a homeostatic view of biology.

______ 5. The tone of the selection is
a. ironic and bitter.
b. matter-of-fact and helpful.
c. pompous and overly serious.
d. technical and cool.

_____ 6. The authors write from the point of view of
  a. chronobiologists arguing for their work.
  b. people who have suffered from not understanding their biological rhythms properly.
  c. ordinary people who are unfamiliar with scientific research.
  d. ordinary people who have studied the scientific research on chronobiology.

Vocabulary

In the selection, both sentence clues and word-part clues help you with the meaning of many words. In the space next to each of the following words, write down the sentence clues and word-part clues that you can find. Then write down the best meaning you can come up with for the word.

1. *symptoms* (¶1) ______________________________
____
meaning ______________________________

2. *alleviate* (¶1) ______________________________
____
meaning ______________________________

3. *homeostatic* (¶4) ______________________________
____
meaning ______________________________

4. *fluctuations* (¶4) ______________________________
____
meaning ______________________________

5. *chronobiology* (¶6) ______________________________
____
meaning ______________________________

6. *circadian* (¶8) ______________________________
____
meaning ______________________________

7. *cognitive* (¶12) ______________________________

____

meaning ______________________________

8. *stimulus* (¶14) ______________________________

____

meaning ______________________________

WRITING PRACTICE

Writing in Your Journal

Write a journal entry of several paragraphs to describe and analyze your own body clock.

More Writing Practice

1. Summarize the main points made in this selection.
2. Using the summary above, write a letter to a young person you know explaining why the person should "learn how to listen to the inner beats" of his or her body and let those beats set the day's pace.

Underground Dads

Wil Haygood

In the absence of a father, who steps in to give a young boy growing up a sense of right and wrong and to set an example by their behavior? Wil Haygood, the writer of a recent family memoir called The Haygoods of Columbus, *has one answer to that question.*

Prereading

Before you read, write nonstop on the title of this selection, "Underground Dads." What do you think the term means? What thoughts enter your mind when you hear the phrase "underground dads"?

Word Highlights

underground (title)	hidden; secret; below the surface
gaping (¶1)	deep and wide open
bowlegged (¶3)	having legs that curve outward at the knees
strut (¶3)	walk with bearing and swagger
exacting (¶5)	rigorous; strict; demanding
reverence (¶6)	respect; awe; admiration

For years, while growing up, I shamelessly told my playmates that I didn't have a father. In my neighborhood, where men went to work with lunch pails, my friends thought there was a gaping hole in my household. My father never came to the park with me to toss a softball, never came to see me in any of my school plays. I'd explain to friends, with the simplicity of explaining to someone that there are, in some woods, no deer, that I just had no father. My friends looked at me and squinted. My mother and father had divorced shortly after my birth. As the years rolled by, however, I did not have the chance to turn into the pitiful little black boy who had been abandoned by his father. There was a reason: other men showed up. They were warm, honest (at least as far as my eyes could see) and big-hearted. They were the good black men in the shadows, the men who taught me right from wrong, who taught me how to behave, who told me, by their very actions, that they expected me to do good things in life.

2 There are heartbreaking statistics tossed about regarding single-parent black households these days, about children growing up fatherless. Those statistics must be considered. But how do you count the other men, the ones who show up — with perfect timing, with a kind of soft-stepping loveliness — to give a hand, to take a boy to watch airplanes lift off, to show a young boy the beauty of planting tomatoes in the ground and to tell a child that all of life is not misery?

3 In my life, there was Jerry, who hauled junk. He had a lean body and a sweet smile. He walked like a cowboy, all bowlegged, swinging his shoulders. It was almost a strut. The sound of his pickup truck rumbling down our alley in Columbus, Ohio, could raise me from sleep.

4 When he wasn't hauling junk, Jerry fixed things. More than once, he fixed my red bicycle. The gears were always slipping; the chain could turn into a tangled mess. Hearing pain in my voice, Jerry would instruct me to leave my bike on our front porch. In our neighborhood, in the 60's, no one would steal your bike from your porch. Jerry promised me he'd pick it up, and he always did. He never lied to me, and he cautioned me not to tell lies. He was, off and on, my mother's boyfriend. At raucous family gatherings, he'd pull me aside and explain to me the importance of honesty, of doing what one promised to do.

5 And there was Jimmy, my grandfather, who all his life paid his bills the day they arrived: that was a mighty lesson in itself — it taught me a work ethic. He held two jobs, and there were times when he allowed me to accompany him on his night job, when he cleaned a Greek restaurant on the north side of Columbus. Often he'd mop the place twice, as if trying to win some award. He frightened me too. It was not because he was mean. It was because he had exacting standards, and there were times when I didn't measure up to those standards. He didn't like shortcutters. His instructions, on anything, were to be carried out to the letter. He believed in independence, doing as much for yourself as you possibly could. It should not have surprised me when, one morning while having stomach pains, he chose not to wait

for a taxi and instead walked the mile to the local hospital, where he died a week later of stomach cancer.

6 My uncles provided plenty of good background music when I was coming of age. Uncle Henry took me fishing. He'd phone the night before. "Be ready. Seven o'clock." I'd trail him through woods — as a son does a father — until we found our fishing hole. We'd sit for hours. He taught me patience and an appreciation of the outdoors, of nature. He talked, incessantly, of family — his family, my family, the family of friends. The man had a reverence for family. I knew to listen.

7 I think these underground fathers simply appear, decade to decade, flowing through the generations. Hardly everywhere, and hardly, to be sure, in enough places, but there. As mystical, sometimes, as fate when fate is sweet.

8 Sometimes I think that all these men who have swept in and out of my life still couldn't replace a good, warm father. But inasmuch as I've never known a good, warm father, the men who entered my life, who taught me right from wrong, who did things they were not asked to do, have become unforgettable. I know of the cold statistics out there. And yet, the mountain of father-son literature does not haunt me. I've known good black men. ■

EXERCISES

Understanding What You Have Read

______ 1. The main idea of the passage is that
   a. men other than a child's father can play a fatherly role in a child's life.
   b. statistics on absentee fathers are heartbreaking.
   c. uncles can function as fathers for many children.
   d. fathers are just as important as mothers in the lives of boys.

______ 2. The writer did not have a father because
   a. he was doing time.
   b. he was dead.
   c. he divorced the writer's mother.
   d. the writer's mother did not know who his father was.

_______ 3. A major detail about Jerry was that he
- a. walked like a cowboy.
- b. had a rumbling pickup truck that would wake the writer when he was a kid.
- c. never lied, and taught the writer not to lie.
- d. hauled junk.

_______ 4. The writer felt he learned a work ethic from
- a. his "underground dads," who were all responsible workers.
- b. his grandfather.
- c. his Uncle Henry.
- d. Jerry.

_______ 5. A minor detail about the writer's grandfather was that he
- a. paid his bills the day they arrived all his life.
- b. had exacting standards.
- c. walked to the local hospital instead of waiting for a taxi.
- d. cleaned a Greek restaurant on the north side of Columbus.

_______ 6. Uncle Henry
- a. showed the writer the beauty of planting tomatoes in the ground.
- b. fixed the writer's bicycle.
- c. taught the writer a reverence for family.
- d. told the writer that not all of life is misery.

_______ 7. The writer's family is
- a. African American.
- b. Hispanic.
- c. on welfare.
- d. Caucasian.

_______ 8. The writer thinks that for fatherless boys, underground fathers
- a. appear everywhere, in countless places.
- b. appear in small numbers, but they do exist.
- c. can replace a real father.
- d. always try to do what a boy's real father would do.

_______ 9. One effect of the fact that the writer had underground dads is that he
- a. felt like a pitiful little boy who had been abandoned by his real father.
- b. didn't get grief from his friends about not having a father.

c. did not get the pressure to excel that he would have from a real dad.
d. does not feel haunted by the mountain of father-son literature.

Interpreting and Evaluating

_______ 1. We can infer from the fact that they squinted when he told them he had no father that the writer's friends were
a. deeply sympathetic.
b. slightly confused.
c. cruelly amused.
d. shocked.

_______ 2. When the writer describes underground dads as "the good black men in the shadows," he uses this figurative language to suggest that
a. his underground dads had skin as dark as shadows.
b. these men were good to him, though they were involved in some shady business.
c. black men who are good role models get little public attention.
d. good men are often shy and do not seek attention or praise.

_______ 3. We can infer from the fact that the writer describes his underground dads as honest "at least as far as my eyes could see," that as an adult, the writer
a. sees his underground dads as completely honest men.
b. places importance upon the fact that, as a child, he saw these men as honest.
c. knows now that each of his underground dads was deceitful.
d. feels that he was not a very perceptive child.

_______ 4. We can infer from the fact that Jerry was the writer's mother's "off and on" boyfriend that the instability of this relation
a. made the writer feel insecure, though he tried to hide it.
b. diminished the writer's respect for Jerry.
c. did not affect the writer's positive connection to Jerry.
d. created psychological scars for the writer that still affect him as an adult.

______ 5. We can conclude that because he had underground dads, the writer

a. learned important lessons about how to be a good man.
b. never regretted not having a real father.
c. is an underground dad himself.
d. never missed not having any siblings.

______ 6. We can infer from the fact that there are "heartbreaking statistics" regarding single-parent black households, that children in these environments

a. often have difficulty developing into well-adjusted and successful adults.
b. often break their mothers' hearts.
c. do not want to become parents themselves.
d. have lots of underground dads.

7. Put a check mark next to the generalizations we can safely make based on the article.

______ a. Every fatherless child has several underground dads.

______ b. Fatherless children are not ashamed of their fatherless state.

______ c. Adult males who are not blood relations can offer kids love and lessons about life.

______ d. Grandfathers teach their grandchildren a good work ethic.

______ e. Kids learn by the examples of the grown-ups in their lives.

______ f. A father is a particularly important role model for a little boy.

8. Put an *F* beside each fact and an *O* beside each opinion as stated in the selection.

______ a. The statistics about single-parent black households today must be considered.

______ b. The writer's underground dads were honest men.

______ c. There are no statistics on underground dads and the effects they have on kids.

______ d. The writer's grandfather did not like shortcutters.

______ e. Underground fathers simply appear, decade to decade, through the generations.

______ f. The appearance of underground fathers is mystical.

______ 9. The writer's tone is
a. warm and nostalgic.
b. fierce and argumentative.
c. slightly bitter and disappointed.
d. objective and distant.

______ 10. The writer's purpose is to
a. entertain readers by telling them some fond memories of underground dads.
b. push readers into going out and becoming underground dads.
c. persuade readers that underground dads exist for some fatherless kids.
d. gain public support for programs for single-parent households.

Vocabulary

Put the letter of the definition in Column B next to the appropriate word in Column A.

	Column A	*Column B*
______	1. raucous	a. nonstop; constantly
______	2. trail	b. a period of ten years
______	3. incessantly	c. although; as much as
______	4. decade	d. follow
______	5. inasmuch	e. loud; rollicking

WRITING PRACTICE

Writing in Your Journal

Write a journal entry in the form of a letter to a male figure who was very close to you when you grew up. What kinds of things did you do together? What kind of example did he set?

More Writing Practice

1. Write a paragraph discussing what you think an underground dad is and what these men meant to the writer.
2. Write a paragraph discussing a value that you were taught by an uncle, grandfather, or another male relative or friend. How did your "underground dad" teach you this value?

The Infant Grows Attached

Douglas Bernstein et al.

During the first year of life, an infant develops an attachment to his or her parents. The following selection from a psychology textbook presents research about how this attachment forms. Why is it important? What happens when it does not form well?

Prereading

A primary caregiver is the adult who is the most significant figure in a child's life. Make a list or draw a word map presenting your thoughts about all those things that occur between the infant and the primary caregiver.

Previewing

Preview the selection by following the directions below. Use separate paper.

1. List the headings in italicized print.
2. Look at the photographs in Figures 3.6 and 3.7. What do they tell you about the subject matter of this selection? What questions do they raise?
3. Read the explanatory notes for Figures 3.6 and 3.7. What do they tell you about the subject matter of this selection? Do they answer any of the questions you asked above?
4. Read the first sentence of each paragraph and write one or two words in the margin next to it to sum up its main idea.

Word Highlights

dire (¶1)	critical; extremely bad or negative
reared (¶2)	brought up
terrycloth (¶2)	a soft, absorbent cotton fabric, used to make towels
jeopardy (¶2)	danger
artificial insemination (¶3)	impregnation by non-natural means
discriminate (¶6)	discern; distinguish; separate
clambering (¶7)	climbing awkwardly
home base (¶11)	safety zone; safe place
periodically (¶11)	regularly; at regular intervals
overtures (¶11)	invitations
implications (¶13)	significant effects
predestine (¶13)	determine; necessarily cause

Over the first year of life, while parents are responding to the infant and the infant is responding to the parents, the infant begins to form an **attachment** — a deep, affectionate, close, and enduring relationship — to these important figures. John Bowlby (1951, 1973), a British psychoanalyst, drew attention to the importance of attachment after he observed the dire effects of separation from parents on orphans who had lost their parents in World War II. These children's depression and other emotional scars led Bowlby to develop a theory about the importance of developing a strong attachment to one's primary caregivers, a tie that normally keeps infants close to their caregivers and, therefore, safe. Soon after Bowlby first described his theory, researchers in the United States began to investigate how such attachments are formed and what happens when they are not formed, or when they are broken by loss or separation. Perhaps the most dramatic of these studies was conducted with monkeys by Harry Harlow.

Motherless Monkeys

2 Harlow (1959) separated newborn monkeys from their mothers and reared them in cages containing two artificial mothers. One "mother" was made of wire with a rubber nipple from which the

infant could get milk (see Figure 3.6); it provided food but no physical comfort. The other artificial mother had no nipple but was made of soft, comfortable terrycloth. If attachments form entirely because caregivers provide food, the infants would be expected to prefer the wire mother. In fact, they spent most of their time with the terrycloth mother. And when they were frightened by a mechanical robot, the infants immediately ran to their terrycloth mother and clung to it. Harlow concluded that the monkeys were motivated by the need for contact comfort. The terrycloth mother provided feelings of softness and cuddling, which were things the infants needed when their safety was in jeopardy.

3 Harlow also investigated what happens when attachments do not form. He isolated some monkeys from all social stimuli from birth. After a year of this isolation, the monkeys showed dramatic disturbances (see Figure 3.7). When visited by normally active, playful monkeys, they withdrew to a corner, huddling or rocking back and forth for hours. If one of the normal monkeys approached, those that had been isolated often bit themselves until left alone. These monkeys' problems continued into adulthood. The males seldom got further than touching a potential sexual partner; the females quickly ran from any male who made a sexual advance. When some of the females were made pregnant through artificial insemination, their maternal behaviors were woefully inadequate. In most cases, these mothers totally ignored their infants. When the infants began to send distress signals, the mothers physically abused and sometimes even killed them.

4 In short, it seems that when early attachment in monkeys is prevented by social isolation, the animals are deficient both socially and emotionally. The degree to which this research might apply to humans is not entirely clear. Still, Harlow's work does demonstrate the effects of extreme deprivation, and one might expect that human babies would also suffer if their caregivers were unavailable or unresponsive.

Forming an Attachment

5 Researchers would never raise human babies like Harlow's monkeys, without social contact; but they *have* investigated the development of attachment in human babies as it occurs naturally under different conditions. After observing infants in Uganda and Baltimore, for example, Mary Ainsworth concluded that with normal care the attachment relationship develops in several phases (Ainsworth, 1973).

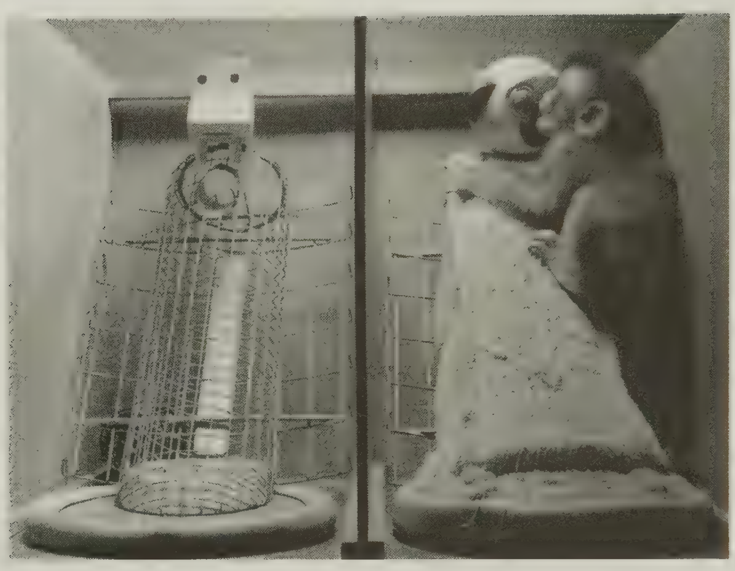


FIGURE 3.6 **Wire and Terrycloth "Mothers"** Here are the two types of artificial mothers used in Harlow's research. Although baby monkeys received milk from the wire mother, they spent most of their time with the terrycloth version and would cling to it when frightened.

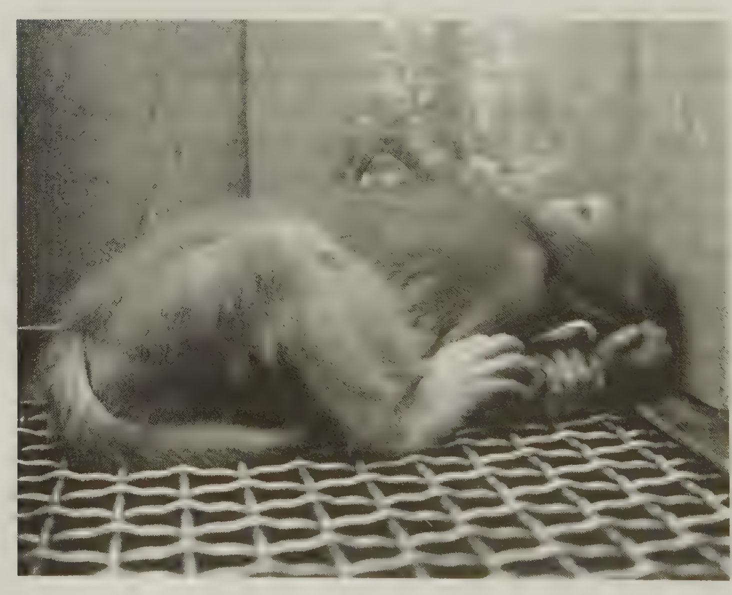


FIGURE 3.7 **Monkeys Raised in Isolation** Monkeys reared without any social contact develop a variety of disorders. As shown, many of them spend most of their time huddled in the corner of the cage. One of these animals began to bite himself when a stranger approached.

6 At first, infants respond to anyone who comes around: all faces are beautiful, all arms can give comfort. This phase lasts only a few weeks or months; it ends when the infant can discriminate among people and pick out parents from the crowd. In the second phase, infants respond differently to familiar and unfamiliar people, smiling or vocalizing to those whom they recognize, crying when those people leave, and finding comfort in their soothing. The third phase begins sometime around six or seven months, when the baby shows evidence of forming a true attachment to the single person with whom the baby has shared many experiences.

7 As you will recall from our discussion of cognitive development, this is the time when infants are beginning to realize that objects are permanent. They also realize that people are permanent; but when the person to whom they are attached disappears, the child doesn't have a blanket to search under and therefore gets upset (Corter, Zucker & Galligan, 1980). The baby seeks contact with this person — crawling after her, calling her, embracing her, clambering up into her lap, or protesting when she leaves. This phase of development continues through the second and third years.

8 In most cultures in which the attachment process has been studied, the person to whom the baby forms an attachment first is usually the mother. Infants also develop attachments to their fathers, but often this occurs a little later than the attachment to the mother (Kotelchuck, 1976; Lamb, 1976). Not only is father-infant interaction less frequent than mother-infant interaction, but most studies show that it has a somewhat different nature. Mothers tend to feed, bathe, dress, cuddle, and talk to their infants, whereas fathers are more likely to play with, jiggle, and toss them, especially sons (Clarke-Steward, 1980; Lamb, 1977). Fathers are usually just as sensitive and responsive to their infant's expressions while things are going well; but when the baby gets bored or distressed, fathers may not do as well as mothers (Frodi et al., 1978; Power & Parke, 1983). After the attachment to the father has formed, though, the father often becomes the toddler's preferred play partner (Clark-Stewart, 1980; Lynn & Cross, 1974).

Variations in Attachment

9 The amount of closeness and contact the infant seeks with mother or father depends to some extent on characteristics of the infant. Those who are ill or tired or slow to warm up may require more

closeness. Closeness also depends to some extent on the parent. An infant whose parent has been absent, aloof, or unresponsive is likely to need more closeness than one whose parent has been accessible and responsive. Again we see the contributions of both nature — the infant's temperament — and nurture — the parent's availability.

10 All infants develop an attachment to their primary caregivers, but not all attachments are created equal. Researchers have studied the differences in infants' attachments in a special situation that simulates the natural coming and goings of parents and infants — the so-called *Strange Situation* (Ainsworth et al., 1978). Mother and infant come to an unfamiliar playroom in a laboratory, where the infant interacts with the mother and an unfamiliar woman in brief episodes, which include the infant playing with the mother and stranger in the room, the mother and stranger leaving, the baby staying alone in the room, and the mother returning to the room.

11 Researchers have found that most infants in the United States display a *secure attachment* to the mother in the Strange Situation. Their urge to be close is balanced by their urge to explore the environment. In the unfamiliar room, the infant uses the mother as a home base, leaving her side to explore and play but returning to her periodically for comfort or contact. Securely attached children can tolerate the brief separations from their mother, but they are always happy to see her return and they are always receptive to her overtures of contact. These mother-child pairs, researchers have found, tend to have harmonious interactions from the earliest months (Isabella, Belsky & von Eye, 1989). The mothers themselves tend to be sensitive and responsive (Clark-Stewart, 1988a).

12 Some infants, however, form an *anxious insecure attachment*. Their relationship may be (1) *avoidant* — they avoid or ignore the mother when she approaches or when she returns after the brief separation; (2) *ambivalent* — they are upset when their mother leaves, but when she returns they act angry and reject her efforts at contact, and when picked up they squirm to get down; or (3) *disorganized* — their behavior is inconsistent, disturbed and disturbing; they may begin to cry again after the mother has returned and comforted them, or they may reach out for the mother while looking away from her. Mothers who are rejecting, abusive, or neglectful are likely to have children with insecure attachments (Schneider-Rosen et al., 1985).

13 The security of a child's attachment to parents has a number of far-reaching implications. Compared with insecurely attached children, those who are securely attached tend to be more socially and emotionally competent; more cooperative, enthusiastic, and persistent; better at solving problems; more compliant and controlled; and more popular and playful (Clark-Stewart, 1988a; Elicker & Sroufe, 1992/3). However, attachment is just one of a number of factors — including stressful events and family characteristics — that affect the course of a child's development. A secure attachment does not guarantee confidence and competence, nor does an insecure attachment predestine pathology.

14 Indeed, patterns of child care and attachment vary widely in different parts of the world. In northern Germany, for example, the proportion of infants who display avoidant behavior in the Strange Situation is much higher than in the United States (Grossmann et al., 1985). In Japan, it is impossible for many mothers to leave their infants in the Strange Situation because the infants are so distressed by separation (Miyake, Chen & Campos, 1985). Yet another pattern is seen among the Efe, a pygmy people. Efe infants spend almost all their time in social contact with other people, but only about half of it is with their mothers (Tronick, Morelli & Ivey, 1992). As a consequence, their attachments are not as focused on a single maternal figure as are those of infants in other cultures. ■

EXERCISES

Understanding What You Have Read

______ 1. Which of the following sentences best sums up the main idea of the entire selection?

a. Attachments to primary caregivers influence the confidence and competence of the growing child.
b. Attachments to primary caregivers are formed through physical contact.
c. When attachments to primary caregivers are insecure, the child can have difficulties in relationships.
d. The attachments an infant forms during the first year are important to the child's development.

______ 2. The key idea of the following sentence, "These children's depression and other emotional scars led Bowlby to develop a theory about the importance of developing a strong

attachment to one's primary caregivers, a tie that normally keeps infants close to their caregivers and, therefore, safe," is that
a. infants who stay close to their primary caregivers are safe.
b. Bowlby theorized about infants' developing strong attachments to their primary caregivers.
c. the children's depression and emotional scars led Bowlby to develop a theory.
d. it is important for infants to develop strong attachments to their primary caregivers.

_______ 3. How did the monkeys reared in isolation react when visited by normally active, playful monkeys?
a. They were more active and playful than usual.
b. They were less active and playful than usual.
c. They attacked the visiting monkeys.
d. They withdrew to a corner.

4. According to the research of Mary Ainsworth presented in paragraphs 6 and 7, put the following developmental events in the correct order, by placing a *1* before the earliest event, a *2* before the next, and so on.

_______ a. The baby protests when the person to whom they are attached leaves.

_______ b. The infant begins to realize that objects are permanent.

_______ c. The infant can pick out parents from a crowd.

_______ d. The infant begins to form a true attachment.

_______ e. The infant responds equally to all who come around.

_______ f. The infant responds differently to familiar and unfamiliar people.

_______ 5. The details presented in paragraph 12 are used to
a. illustrate a problem.
b. show cause and effect.
c. compare and contrast.
d. classify.

_______ 6. What do the two artificial mothers in the photograph in Figure 3.6 have in common?
a. Both are made of terrycloth.
b. Both are sources of comfort to the baby monkey.

c. Both have rubber nipples that give milk.
d. Both are available to the baby monkey.

______ 7. What do the photographs in Figures 3.6 and 3.7 illustrate?

a. the results of social isolation
b. the contrast between two artificial mothers
c. the causes of anxious insecure attachment
d. the causes of secure attachment

______ 8. Who first drew attention to the importance of attachment?

a. Harry Harlow
b. John Bowlby
c. Mary Ainsworth
d. the writer of this selection

______ 9. According to studies cited in the selection, how is the father-infant interaction different from the mother-infant interaction?
a. It's more frequent and more playful.
b. It's more frequent and less playful.
c. It's less frequent and more playful.
d. It's less frequent and less playful.

______ 10. Paragraphs 11 through 13 are organized according to
a. time order.
b. cause and effect.
c. order of importance.
d. comparison and contrast.

______ 11. Which of the following characteristics does not describe the effect on infants of developing secure attachments to their primary caregivers?
a. persistence
b. ambivalence
c. cooperativeness
d. control

______ 12. Anxious insecure attachments to primary caregivers are associated with all of the following characteristics of relationships except
a. disorganization.
b. inconsistency.

c. compliance.
d. avoidance.

Interpreting and Evaluating

_______ 1. We can conclude from the selection as a whole that
a. attachments to primary caregivers are an important factor in human development.
b. secure attachments to primary caregivers will prevent children from developing emotional problems.
c. insecure attachments to primary caregivers will cause children to develop emotional problems.
d. patterns of attachment are culturally determined.

_______ 2. From the fact that the baby monkeys preferred the terry-cloth artificial mother to the wire artificial mother, we can infer that in high-stress situations contact comfort is

a. less important than food.
b. as important as food.
c. more important than food.
d. impossible to obtain.

_______ 3. In Harlow's study, the reaction of the baby monkeys leads us to infer that the biggest difference the monkeys perceived between the two artificial mothers was that
a. one gave milk and the other did not.
b. one was soft and cuddly and the other was not.
c. one was realistic in appearance and the other was not.
d. one provided safety and the other did not.

_______ 4. The results of Harlow's study may lead us to predict that

a. children who are breast-fed will form secure attachments to their primary caregivers.
b. children who are not breast-fed will not form secure attachments to their primary caregivers.
c. children who are breast-fed are likely to form secure attachments to their primary caregivers because their need for physical nourishment is being met.
d. children who are breast-fed are likely to form secure attachments to their primary caregivers because their need for contact comfort is being met.

______ 5. From paragraphs 6 and 7 we can generalize that
- a. emotional development is related to cognitive development.
- b. there is little logic in how infants develop.
- c. human development is very different from animal development.
- d. infants each follow a unique individual pattern of development.

______ 6. From the results of the Strange Situation study we can conclude that infants in Japan tend to
- a. withdraw from human interaction.
- b. have a very strong bond with their mothers.
- c. not like strange situations.
- d. seek comfort in food.

______ 7. From the content of paragraph 14, we can infer that the writers of this selection think that
- a. patterns of child care in the United States are superior to those in other countries.
- b. patterns of child care in the United States are inferior to those in other countries.
- c. patterns of child care in the United States are neither superior nor inferior to those in other countries.
- d. patterns of child care in the United States must change to improve parent-child relations.

______ 8. From the sentence "In northern Germany, for example, the proportion of infants who display avoidant behavior in the Strange Situation is much higher than in the United States," we can infer that
- a. German parents are not as nurturing as American parents.
- b. German infants are more independent than American infants.
- c. patterns of attachment vary widely in different cultures.
- d. patterns of attachment vary slightly in different cultures.

______ 9. Infants who form secure attachments to their primary caregivers
- a. will grow up to be confident, competent people.
- b. will escape anxiety and disorganization.
- c. may grow up to be confident, competent people.
- d. will avoid making other attachments later in life.

_______ 10. From the selection as a whole we can conclude that differences in attachments are influenced by differences in all of the following except
- a. the personal characteristics of the primary caregiver.
- b. the temperament of the infant.
- c. the culture into which the infant is born.
- d. the education of the primary caregiver.

Vocabulary

1. Find each of the terms listed below in the selection and determine its meaning by using context or other clues. Then write the meaning of each word in the space provided.

a. attachment (¶1) ______________________________

b. primary caregivers (¶1) ______________________________

c. social stimuli (¶3) ______________________________

d. deprivation (¶4) ______________________________

e. phases (¶5) ______________________________

f. interaction (¶8) ______________________________

g. episodes (¶10) ______________________________

h. the Strange Situation (¶10) ______________________________

i. secure attachment (¶11) ______________________________

j. anxious insecure attachment (¶12) ______________________________

k. avoidant (¶12) ______________________________

l. ambivalent (¶12) ______________________________

m. disorganized (¶12) ______________________________

n. pathology (¶13) ______________________________

2. Explain the different shades of meaning of the words from the selection in each pair listed below. Use a dictionary if necessary.

a. comfort (¶6), contact (¶7) ______________________________

____

b. abusive (¶12), neglectful (¶12) ____________________

____

c. explore (¶11), play (¶11) ____________________

____

d. avoid (¶12), ignore (¶12) ____________________

____

e. upset (¶12), angry (¶12) ____________________

____

f. disturbed (¶12), disturbing (¶12) ____________________

____

3. All of the words listed below describe characteristics of infants who display a secure attachment to their primary caregivers. (See paragraph 13.) In the spaces next to the words, write definitions to explain the different shades of meaning of these words. Use a dictionary if necessary.

a. competent ____________________

b. cooperative ____________________

c. enthusiastic ____________________

d. persistent ____________________

e. compliant ____________________

f. controlled ____________________

g. popular ____________________

h. playful ____________________

i. confidence ____________________

WRITING PRACTICE

Writing in Your Journal

1. Write a journal entry describing the interaction between an infant or toddler and a primary caregiver that you know.

More Writing Practice

1. Write a paragraph summarizing what you found out from this selection about the development of attachments.
2. At the end of the selection, the writers state that attachment is one of the many factors that affect human development. Draw on your personal experience to write an essay on some of the factors that you think have been important in your own development.

Balancing the Babies and the Books

Halimah Abdullah

How does a single mother on welfare deal with college courses and the care of a young child? More and more colleges are helping students with family responsibilities to stay in school. Read this selection to find out how.

Prereading

Before you read, do freewriting on the issue of balancing your school and personal duties. What kinds of difficulties do you encounter? What kinds of support would make things easier for you?

Word Highlights

advocacy (¶6)	the act of pleading for or recommending a cause or course of action
coalition (¶6)	a combination or alliance, especially a temporary one between factions or parties
provost (¶8)	a high-ranking administrator, concerned with curriculum, faculty appointments, and so on
indigent (¶16)	needy; poor
gumbo (¶17)	a stew made with many diverse ingredients
legislative (¶26)	having the function of making laws
rolls (¶26)	bankrolls; funds
allocates (¶27)	sets aside for a particular purpose

Two years ago, Marie Gardner was on welfare, a single mother of two who put her children in a cart attached to a bicycle and pedaled 10 miles a day to and from her classes at South Suburban College in South Holland, a Chicago suburb. Today she has a nursing degree, a car and a job at Ingalls Memorial Hospital in nearby Harvey, Ill.

2 Ms. Gardner credits the day care center at South Suburban, a community college, for providing her and her children with the financial and moral support they needed.

3 "I couldn't have made it through school and off welfare without the help," she said.

4 Increasingly, today's college students are, like Ms. Gardner, single parents struggling to balance course work, financial hardships and their children's needs. For many, the ability to find adequate, affordable child care can make the difference between remaining in school or dropping out, said Denise Fogarty, program director for ChildCare Aware, a nonprofit organization based in Rochester, Minn., that helps parents contact child care referral services.

5 "There is a trend that more colleges and universities are becoming aware of the needs of parents with small children," she said. "They are discovering what they believe is a solution — on-site child care."

Ways to Get Help with Your Children on Campus

Todd Boressoff, advocacy chairman for the National Coalition for Campus Children's Centers, in Cascade, Wis., suggests the following strategies for students seeking child care:

- When considering a college or university, ask the admissions officers about campus-based child care. Some schools have on-site centers, while other contract out to corporate services.
- If a school has on-site day care, look into it as soon as you are accepted. Most centers have a limited capacity and long waiting lists.
- If a school does not have on-site day care, investigate the nearest child care resource and referral agency. Such services can often help find affordable providers.
- If dealing with day care centers, check on their schedules. Not all offer early-morning and extended hours.
- Look into financial aid. In most cases, student aid can be used to pay for child care services, but only after primary educational expenses have been met. When considering these sources, consult a financial aid counselor.

6 According to the American Council on Education, in Washington, by the year 2005, there will be roughly 6.5 million students aged 25 and older enrolled in the nation's colleges and universities. Taking a cue from big business, administrators are finding that one of the best ways to serve these students is with on-campus child care, said Todd Boressoff, advocacy chairman for the National Coalition for Campus Children's Centers, in Cascade, Wis. Nationwide, roughly 1,700 campuses are offering on-campus child care, he said.

7 The schools are as varied as the services. From four-year Ivy League institutions like Cornell University and the University of Pennsylvania to state universities and two-year community colleges, schools are discovering that offering child care saves thousands of dollars in tuition and other fees that are lost when overburdened students drop out to care for children.

8 Even those who stay in school sometimes bring their children to class. "That was definitely a problem for us," said Gale Stevens Haynes, provost of the Brooklyn campus of Long Island University, which now offers on-site child care. "We knew that it was not a good environment for any of the people involved. But whenever a student you recruit leaves, it costs the university."

9 Students who drop out, especially those on public assistance, cost not only the college or university, but also society, said Jose Regalado, assistant dean of job training at South Suburban College. The college's five-year-old Opportunities program, which helped Ms. Gardner, is designed to provide low-income students with day care services.

10 "The whole idea of work force preparation is that you can't have economic development without a trained work force," he said.

11 Although schools' participation in on-site day care is new, student advocacy for obtaining these services is not.

12 In 1970, a group of graduate students at Cornell University helped pioneer the on-site day care movement by forming a parent cooperative to help take care of one another's children. Now, the University Cooperative Nursery School serves the children of about 50 student, faculty, and staff members, said Sally Reimer, the school's part-time director.

13 Parents can choose from two-, three- and five-day enrollment options, and they pay on a sliding scale, based on income. Although not officially connected with Cornell, the nursery school is allowed free use of campus space.

14 "In addition, Cornell issues the teachers' checks," Ms. Reimer said, "so that they are eligible for campus employee benefits."

15 The Penn Children's Center at the University of Pennsylvania, which cares for 73 children, is also an offshoot, said Angali Chawla, the center's director. Originally managed by the university's School of Social Work, the center is now a separate entity, supported by the university and parents' tuition payments. These range from $140 to $210, based on the age of the child.

16 While services like these can often rely on private and student contributions, schools with more indigent parents face greater difficulties. Currently, the Federal government provides colleges with a child care allowance for student parents on public assistance. The amount varies, based on the number of students receiving welfare. Some institutions combine this financing with state funds. Some needy students also use money from Federal Pell grants to help pay their child care costs.

17 Sometimes universities and colleges must create a veritable financial gumbo to provide the child care services that best serve their students, said Charlene Kohler-Britton, director of Brooklyn College Child Care Services Inc. Her program currently serves 35 children of students attending Brooklyn College, a branch of the City University of New York.

18 "What the students get out of it is a nearby place to put their kids," she said. "What the school gets out of it is the ability to pay teachers with Federal money."

19 More than 20 of the students using the college's day care are on public assistance; they net almost $67,000 in Federal aid for the program. Program administrators use this amount, along with state funds, to pay for five teachers' and assistants' salaries and supplies. Students pay anywhere from $1 to $48 a week, based on their incomes, Ms. Kohler-Britton said.

20 Zephie Powell, an adjunct professor of English and a graduate student at Brooklyn College, is confined to a wheelchair, the result of third-degree burns she suffered as a child. The 33-year-old mother of two daughters, she found her child care options limited when she returned to school for a master's in education.

21 "I would go to school until 10 or 11 o'clock at night," she said. "A lot of times, I had to bring the baby to class."

22 After a professor pointed Mrs. Powell in the direction of the program, she quickly enrolled.

23 "What makes it easy for me is that everything is in one place," Mrs. Powell said, "where I go to school, where my child goes to school, where I work and where I study."

24 Convenience is an increasingly important factor for the older college population, said Ms. Stevens Haynes. Long Island Uni-

versity's student body, which is 68 percent female, virtually demanded that the school address this issue, she said.

25 The university responded last fall by contracting Corporate Child Care Services, a for-profit day care business, to serve the 100 children of students who need such care. The service costs $400,000 a year, a great deal less than the estimated $2 million it would have cost the university to build and staff its own day care center, Ms. Stevens Haynes said.

26 Legislative trends toward cutting welfare rolls have also made child care a much more urgent need, said Alistair MacKinnon, coordinator of Federal education legislation for the New York State Department of Education.

27 Carlow College, a four-year liberal arts institution in Pittsburgh's inner city, allocates $300,000 annually to provide child care, said Sister Mary Paul Hickey, executive director of the college's Children's Center.

28 "We were seeing increasingly young parents coming back to school to get their degrees," she said.

29 Nearly a fourth of the college's 22,000 students uses the school's two child care centers, one of which is located in the Bedford Dwellings housing project.

30 While most students in the Opportunities program at South Suburban College receive both Federal financial aid and welfare assistance, it is not enough to cover the additional cost of child care, Mr. Regalado said. The program provides day care services and, in some cases, an additional $300 annual stipend.

31 "Welfare parents find themselves taking care of kids and living off the Government," he said. "The best thing to do is to help them find child care, train them and get them in the work force."

EXERCISES

Understanding What You Have Read

1. Write the main idea of this selection in your own words.

____

____

____

_______ 2. By the year 2005, how many students aged 25 and older will be enrolled in college?
  a. roughly 1,700
  b. 6.5 million
  c. twice as many as in 1995
  d. three times as many as in 1995

_______ 3. When students drop out of school because of child care-related difficulties, colleges
  a. save money.
  b. lose thousands of dollars.
  c. are not affected financially.
  d. lose prestige.

_______ 4. According to the boxed information, one of the ways to get help with children on campus is to
  a. form a parent cooperative.
  b. have a counselor help you to schedule child care during classes.
  c. use the counseling center to research day care options within the community.
  d. look into financial aid.

_______ 5. The first parent cooperative was formed at
  a. Cornell University.
  b. the University of Pennsylvania.
  c. South Suburban College.
  d. Long Island University.

_______ 6. The Federal government
  a. does not currently provide colleges with any child care funding.
  b. only offers child care funding to students through Pell Grants.
  c. provides colleges with an allowance for student parents on public assistance.
  d. provides colleges with special grants for all student parents who meet loan requirements.

_______ 7. Before Zephie Powell enrolled in a child care program, she dealt with her child care problem by
  a. bringing her baby to her classes.
  b. asking her overworked husband to look after the children.
  c. spending an extra hour each school day in dropping off and picking up the children at her mother's house.
  d. using a local day care service that was not as convenient.

8. Put a check mark next to the effects the author gives of the demand by Long Island University students for convenient child care.

_______ a. The university contracted the services of a for-profit day care business.

_______ b. The university requested federal funding to help provide child care.

_______ c. The students eventually formed their own parent cooperative day care center.

_______ d. The university now serves the needs of 100 children of students who need child care.

_______ e. The university built and now staffs its own child care center.

_______ f. The university spends $400,000 a year on student child care.

Interpreting and Evaluating

_______ 1. By using figurative language in the title "Balancing the Babies and the Books," the writer implies that
  a. student parents must give attention both to child care planning and to their school work.
  b. finding child care while one is in school can be as dangerous as a trapeze act.
  c. a baby weighs the same amount as most textbooks.
  d. books are just as important as babies are.

_______ 2. We may conclude that parents on welfare attending college will probably
  a. find it difficult to remain in school without child care help.
  b. graduate with honors.
  c. struggle with their schoolwork.
  d. have relatives who can help with child care.

_______ 3. We may conclude that most colleges and universities will probably
  a. create admissions policies that discriminate against students who have children.
  b. build their own day care centers.
  c. encourage student parents to create cooperative day care centers.
  d. be interested in measures that encourage student parents to stay in school.

_______ 4. Based on this selection, we may generalize that educating parents on welfare
   a. will guarantee that they get off welfare and get a job.
   b. will help to provide our country with a trained work force.
   c. is an issue at every college in the country.
   d. can ensure that their children don't grow up to use welfare.

_______ 5. The overall tone of the selection is
   a. forcefully preaching.
   b. informative and persuasive.
   c. deeply disappointed.
   d. indignant and angry.

_______ 6. Who holds the opinion that Marie Gardner could not have made it through school without child care help?
   a. the writer
   b. Zephie Powell
   c. Gale Stevens Haynes
   d. Marie Gardner

_______ 7. Regarding the ways colleges will work in the future to help student parents with child care, we can predict that many schools will probably
   a. try to provide students with on-campus child care.
   b. leave it up to the students to form parent cooperatives.
   c. rely on the federal government to provide parents with child care.
   d. provide special career counseling for welfare parents with children.

_______ 8. Which generalization best expresses the writer's opinion about providing child care for student parents on welfare?
   a. In the old days child care for these parents wasn't necessary.
   b. Providing child care for these parents will help them to graduate.
   c. Providing child care for these parents is a waste of Federal funds.
   d. Student child care cooperatives will provide these parents with all the help they need.

9. Put a check mark beside each generalization that we may safely make from the selection.

_______ a. Colleges and universities are increasingly interested in providing students with services beyond the academic.

______ b. Factors other than academic achievement may determine whether a student graduates.

______ c. The Federal government will provide schools with funds necessary to finance students' special needs.

______ d. Ivy League schools will pioneer all new methods for providing special services for student parents.

______ e. Students in wheelchairs will have great difficulty in finding support for their families.

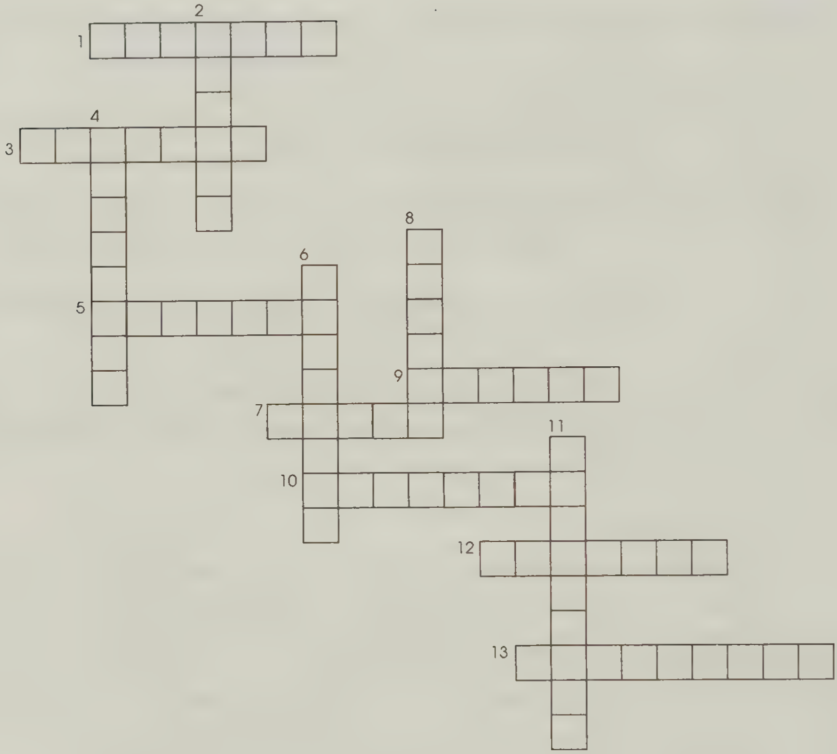
______ f. Schools with many impoverished parents will face great difficulties in providing support for student parents.

Vocabulary

Match each definition below to a word that appears in the list that follows the definitions. Then write each word in the spaces provided to complete the crossword puzzle on page 512.

1. A person working at an institution without full or permanent status
2. Compelling or requiring immediate attention
3. To be the first to do something
4. Something springing from a main stock
5. Located at the place of a particular activity
6. A recommendation
7. Current style
8. Diverse
9. Something that has a real existence; thing
10. As much or as good as necessary
11. Truly or very much so
12. A periodic payment
13. Securing; receiving for use

adequate (¶4)
adjunct (¶20)
entity (¶15)
obtaining (¶11)
offshoot (¶15)
on-site (¶5)
pioneer (¶12)
referral (¶4)
stipend (¶30)
trend (¶5)
urgent (¶26)
varied (¶7)
veritable (¶17)



WRITING PRACTICE

Writing in Your Journal

Are you or is someone you know struggling to "balance the babies and the books"? What other struggles keep people from paying necessary attention to their studies? How does your school offer support to overcome problems? Write a journal entry to consider these questions.

More Writing Practice

1. Make an outline of this selection. Then write a summary of the major points.
2. If child care is such a problem for so many students, why are schools only starting to offer on-site child care now? What do you think are some of the reasons that providing this child care has been an unrecognized need? Write a paragraph or two expressing your thoughts on this issue.

Obscenity

James Q. Wilson
John J. DiIulio

The Constitution and the Supreme Court of the United States protect many freedoms of expression. But how does obscenity fit under the protections of the First Amendment? Read this piece from an American government textbook to find out how the Court has dealt with pornography.

Prereading

Make a list of questions that you have about *obscenity* and how one might define it.

Previewing

Before reading the selection, preview it. Then answer these questions.

1. What does the caption for the photograph tell you about the content of the selection?

2. On the basis of the introduction, what do you expect the selection to be about?

Word Highlights

prurient (¶2)	having or characterized by lustful thoughts
patently (¶2)	readily open to notice; evidently; obviously
conjures up (¶4)	to call or bring into existence as if by magic
doctrines (¶5)	particular positions, principles, or policies taught or advocated
viable (¶5)	practical; workable
purview (¶6)	the range of operation, authority, concern, etc.
portrayals (¶7)	depictions or representations

Obscenity is not protected by the First Amendment. The Court has always held that obscene materials, because they have no redeeming social value and are calculated chiefly to appeal to one's sexual rather than political or literary interests, can be regulated by the state. The problem, of course, arises with the meaning of *obscene.* In the eleven-year period from 1957 to 1968 the Court decided thirteen major cases involving the definition of obscenity, which resulted in fifty-five separate opinions. Some justices, such as Hugo Black, believed that the First Amendment protected all publications, even wholly obscene ones. Others believed that obscenity deserved no protection and struggled heroically to define the term. Still others shared the view of former Justice Potter Stewart, who objected to "hard-core pornography" but admitted that the best definition he could offer was "I know it when I see it."

2 It is unnecessary to review in detail the many attempts by the Court at defining obscenity. The justices have made it clear that nudity and sex are not, by definition, obscene and that they will provide First Amendment protection to anything that has political, literary, or artistic merit, allowing the government to punish only the distribution of "hard-core pornography." Their most recent (1973) definition of this is as follows: to be obscene, the work, taken as a whole, must be judged by "the average person applying contemporary community standards" to appeal to the "prurient interest" or to depict "in a patently offensive way, sexual conduct specifically defined by applicable state law" and to lack "serious literary, artistic, political, or scientific value."

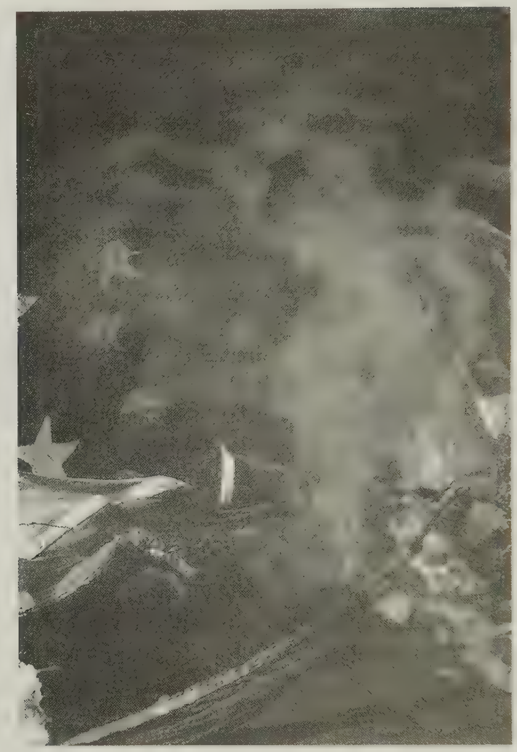
3 After Albany, Georgia, decided that the movie *Carnal Knowledge* was obscene by contemporary local standards, the Supreme Court overturned the distributor's conviction on the grounds that the authorities in Albany failed to show that the film depicted "patently offensive hard-core sexual conduct."

4 It is easy to make sport of the problems the Court has faced in trying to decide obscenity cases (one conjures up images of black-robed justices leafing through the pages of *Hustler* magazine, taking notes), but these problems reveal, as do other civil liberties cases, the continuing problem of balancing competing claims. One part of the community wants to read or see whatever it wishes; another part wants to protect private acts from public degradation. The first part cherishes liberty above all; the second values decency above liberty. The former fears that *any* restriction on literature will lead to *pervasive* restrictions; the latter believes that reasonable people can distinguish (or reasonable laws can require them to distinguish) between patently offensive and artistically serious work.

5 Anyone strolling today through an "adult" bookstore must suppose that no restrictions at all exist on the distribution of pornographic works. This condition does not arise simply from the doctrines of the Court. Other factors operate as well, including the priorities of local law enforcement officials, the political climate of the community, the procedures that must be followed to bring a viable court case, the clarity and workability of state and local laws on the subject, and the difficulty of changing the behavior of many people by prosecuting one person. The current view of the Court is that localities can decide for themselves whether to tolerate hard-core pornography; but if they choose not to, they must meet some fairly strict constitutional tests.

6 The protections given by the Court to expressions of sexual or erotic interest have not been limited to books, magazines, or films. Almost any form of visual or auditory communication can be considered "speech" and thus protected by the First Amendment. In one case even nude dancing was given protection as a form of "speech," although in 1991 the Court held that nude dancing was only "marginally" within the purview of First Amendment protections, and so it upheld an Indiana statue that banned *totally* nude dancing.

7 Of late some feminist organizations have attacked pornography on the grounds that it exploits and degrades women. They persuaded Indianapolis to pass an ordinance that defined pornography as portrayals of the "graphic, sexually explicit sub-



The toughest test of our commitment to political liberties is our willingness to tolerate the activities of groups that we find repellent. (Photo by Jan Halaska/Index Stock)

ordination of women" and allowed people to sue the producers of such material. Sexually explicit portrayals of women in positions of equality were not defined as pornography. The Court disagreed. In 1986 it affirmed a lower court ruling that such an ordinance was a violation of the First Amendment because it represented a legislative preference for one form of expression (women in positions of equality) over another (women in positions of subordination).

8 One constitutionally permissible way to limit the spread of pornographic materials has been to establish rules governing where in a city they can be sold. When one city adopted a zoning ordinance prohibiting an "adult" movie theater from locating within one thousand feet of any church, school, park, or residential area, the Court upheld the ordinance, noting that the purpose of the law was not to regulate speech but to regulate the use of land. And in any case the adult theaters still had much of the city's land area in which to find a location.

9 With the advent of the Internet it has become more difficult for the government to regulate obscenity. The Internet spans the entire globe. It offers an amazing variety of materials — some educational, some entertaining, some sexually explicit. But it is difficult to apply the Supreme Court's standard for judging whether sexual material is obscene — the "average person" applying "contemporary community standards" — to the Internet, because there is no easy way to tell what "the community" is. Is it the place where the recipient lives or the place where the material originates? And since no one is in charge of the Internet, who can be held responsible for controlling offensive material? Since anybody can send anything to anybody else without knowing the age or location of the recipient, how can the Internet protect children? When Congress tried to ban obscene, indecent, or "patently offensive" materials from the Internet, the Supreme Court struck it down as unconstitutional. ■

EXERCISES

Understanding What You Have Read

_____ 1. The main idea of this selection is to explain
  a. how the Supreme Court develops laws about public speech.
  b. how the First Amendment affects the sale of pornography.
  c. why feminists feel that pornography degrades women.
  d. how the Court defines and legislates obscenity.

_____ 2. In paragraph 4 the main idea is that obscenity cases
  a. are an amusing subject.
  b. reveal the problem of balancing competing claims.
  c. reveal that members of the community cherish liberty above all.
  d. require reasonable people to distinguish between patently offensive and seriously artistic work.

_____ 3. According to the selection, the most recent legal definition of "the obscene" is a work that
  a. the average person judges obviously offensive in how it shows sex.
  b. the Supreme Court finds openly offensive.

c. does not have scientific value, though it may have artistic value.
d. contains nudity and sex.

_______ 4. Obscenity cases are similar to other civil liberties cases because they
a. stir up a debate about the issue of liberty vs. decency.
b. often involve social outcasts.
c. are generally clear-cut and easy to resolve.
d. often generate conflict so heated it becomes violent.

_______ 5. The Supreme Court ruled that sexually explicit portrayals of women in positions of equality with men could
a. not be defined as pornography.
b. appear in equal proportion to portrayals of sexually submissive women.
c. still be defined as pornography.
d. be encouraged privately, if not required legally.

_______ 6. The photograph in the selection shows an example of an

a. obscene act.
b. act of protest that is within the rights granted by the First Amendment.
c. act of protest over controversial civil issues.
d. attempt at civil violence.

7. Put a *T* next to each statement that is true according to the selection and an *F* next to each statement that is false.

_______ a. Obscenity is not protected by the First Amendment.

_______ b. Nudity and sex are, by definition, obscene.

_______ c. To define obscenity, justices leafed through the pages of *Hustler* and took notes.

_______ d. Today, no restrictions on the distribution of pornographic works exist at all.

_______ e. Localities can decide themselves whether to tolerate hard-core pornography.

_______ f. Some feminist organizations have attacked pornography.

_______ 8. One constitutionally permissible way to limit the spread of pornographic materials is to
   a. prohibit children's access to the Internet.
   b. concentrate legal attack on those materials that involve speech.
   c. make an example of one pornographic vendor as a way of changing the climate of a community.
   d. establish rules governing where in a city they can be sold.

9. Write *maj* next to major details from the selection and *min* next to minor details.

_______ a. The Supreme Court will provide First Amendment protection to anything that has political, literary, or artistic merit.

_______ b. Albany, Georgia, decided that the movie *Carnal Knowledge* was obscene.

_______ c. Almost any form of visual or auditory communication can be considered "speech."

_______ d. In one case, nude dancing was given protection as a form of speech.

_______ e. The Internet spans the entire globe.

_______ f. From 1957 to 1968 the Court decided thirteen major cases involving the definition of obscenity.

Interpreting and Evaluating

_______ 1. We can infer from the selection that materials protected by the First Amendment
   a. should be calculated chiefly to appeal to one's sexual interests.
   b. should have some kind of civil or social value.
   c. are always very difficult to define.
   d. are always deeply controversial.

_______ 2. We can safely assume that attempts by the Supreme Court to define obscenity
   a. cause disagreements among individual justices.
   b. have finally yielded a permanent definition.

c. revolve around the justices' shared belief that they "know it when they see it."
d. focus on hard-core pornography.

_______ 3. We can infer that the writers think that rulings involving obscene materials in civil cases should
a. take into account the moral depravity of such materials.
b. reflect an interest in liberty above all other considerations.
c. weigh the competing claims of liberty and decency.
d. reflect national rather than local values.

_______ 4. We can conclude from this selection that the writers believe that the Court
a. should give the task of defining obscenity to private citizens and the church.
b. have not done a very good job of defining obscenity.
c. face a difficult task in deciding when freedom of speech becomes harmful behavior.
d. have little power to control the distribution of hard-core pornography.

_______ 5. We can conclude that the writers discuss nude dancing because they want to
a. give an example of the way pornography degrades women.
b. show that the First Amendment definition of "speech" can be interpreted loosely.
c. argue that feminist attacks on pornography are only made when women are shown in positions of subordination.
d. demonstrate that obscenity is difficult to define.

_______ 6. We may predict that in a small, politically conservative village, the community definition of obscenity would probably
a. differ from the definition made by citizens in a large, urban community.
b. emphasize liberty above all.
c. be made based on a stroll through an "adult" bookstore.
d. take into consideration the feminist concern with the degradation of women.

_______ 7. From the illustration and caption we may conclude that burning an American flag
a. should be tolerated in a country committed to civil rights.
b. is the ultimate act of obscenity.

c. is carried out by the most repellent elements in society.
d. is against the law and should be punished.

_______ 8. We can infer from the fact that the Supreme Court judged an obscenity ban on the Internet as unconstitutional that the justices believed
a. even children have the right to decide what they will see.
b. the protection that such a ban would offer did not outweigh such a loss of liberty.
c. more work needs to be done to define the "community" that exists on the Internet.
d. such a ban would constitute censorship.

9. What generalizations can we draw from this selection? Put a check mark next to your choices

_______ a. Definitions of complex terms are often hard to agree on.

_______ b. Some legal rulings are inferior to others.

_______ c. The definition of what is obscene may vary from one community to another.

_______ d. Visual or auditory communication requires different First Amendment standards from books.

_______ e. Obscene materials often possess political, literary, or artistic merit.

_______ f. New telecommunications will easily adjust to obscenity standards.

_______ g. The Internet is a very difficult place in which to regulate obscenity.

_______ h. Average people and community standards play an important role in legal judgments.

Vocabulary

1. The words in italics on the next page all have word-part clues that may help you identify meaning. Examine the word in the phrase or sentence in which it appears in the selection. Using sentence clues and word-part clues, try to figure out what the word means. Write the meaning on the lines. Do not use a dictionary.

a. obscene materials, because they have no *redeeming* social value and are calculated chiefly to appeal to one's sexual rather than political or literary interests (¶1)

____

b. the average person applying *contemporary* community standards (¶2)

____

c. sexual conduct specifically defined by *applicable* state law (¶2)

____

d. the Supreme Court overturned the *distributor*'s conviction (¶3)

____

e. some feminist organizations have attacked pornography on the grounds that it exploits and *degrades* women (¶7)

____

f. one constitutionally *permissible* way to limit the spread of pornographic materials (¶8)

____

2. The words in the following list come from the selection. Try to figure out their meanings, using a dictionary when necessary. Then do the crossword puzzle on the next page, filling in the words that best suit the meanings in the clues.

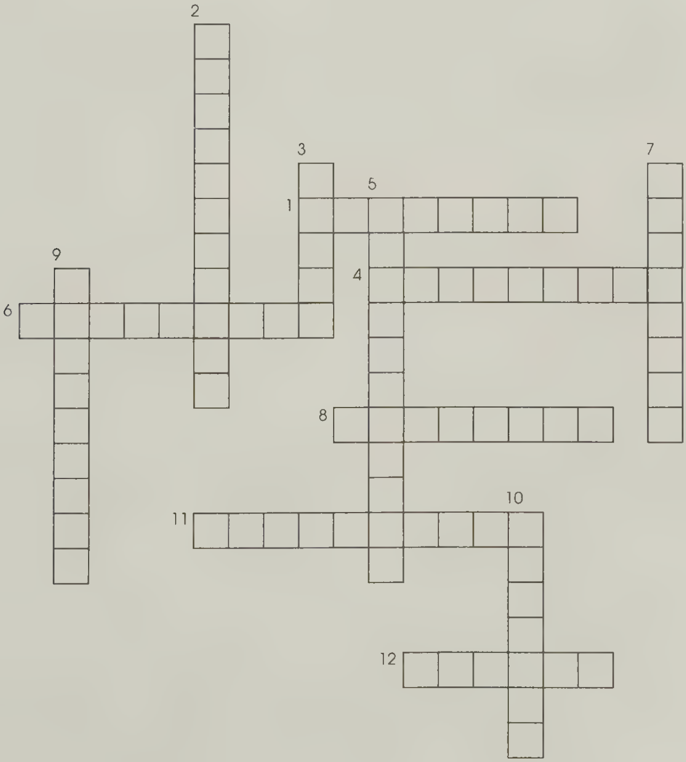
auditory (¶6)
distinguish (¶4)
explicit (¶9)
literary (¶1)
merit (¶2)
ordinance (¶7)
originates (¶9)
pervasive (¶4)
prosecuting (¶5)
recipient (¶9)
statute (¶6)
visual (¶6)

Across

1. completely expressed and demonstrated
4. an authoritative rule or law
6. one that receives
8. pertaining to hearing
11. rises from
12. pertaining to sight

Down

2. tell the difference between
3. excellence; worth
5. being involved in the act of carrying out legal proceedings against someone or something
7. pertaining to the nature of books or writing
9. spread throughout all parts of
10. a formal enactment by a legislature



WRITING PRACTICE

Writing in Your Journal

Write about the problem of controlling obscenity on the Internet. Do you feel that anyone who has access to the Internet should be able to read or see whatever they wish, or do you feel that some things should not be made public? If you do think people should have complete freedom on the Internet, what do you think of the problem of child users? If you think restrictions should be made, what kinds of restrictions would you recommend?

More Writing Practice

1. Write a summary of the selection.
2. Write a paragraph in which you explain to a group of junior high school students how the Court tries to define obscenity. Take your information from the selection but use your own words. Remember, your readers are a group of teenagers. Make your paragraph particularly clear and understandable.

Apostles of the Faith That Books Matter

Vivian Gornick

What is the role of the library in the life of a young child? Writer Vivian Gornick grew up in New York City, and she tells you both how a storefront branch of the public library influenced her and how libraries, in general, affect those who use them.

Prereading

Before you read this selection, visit a local or school library and make a list of impressions. What did you notice about the other people at the library? What did you notice about the books? Did you find a book that you liked?

Skimming

Before reading the selection, skim it to answer the following questions.

1. Where was the library that the writer Vivian Gornick visited when she was 8?

   ____

2. How did the writer describe the way the first librarian looked, and the way she herself must have looked to the librarian?

   ____

   ____

3. What system does the writer describe as one of the largest public library systems in the world?

   ____

4. What is a commonly heard phrase among librarians, according to the selection?

____

Word Highlights

apostles (title)	passionate supporters; strong believers in a cause
paramount (¶3)	of greatest importance
renovated (¶4)	having been resorted to good condition
vivid (¶4)	full of life; animated; lively
literate (¶15)	having or showing knowledge of literature; well-read
ephemera (¶17)	things that vanish quickly
immutable (¶23)	changeless

When I was eight years old, my mother took me by the hand and marched me four blocks up the street to a storefront branch of the public library. We opened the door and crossed over into a rectangular room lined from floor to ceiling with books. At a desk in the center of the room sat a large woman with gray hair piled up on her head and rimless glasses secured to the bridge of her nose. My mother approached the desk, pointed at my head and said, "She likes to read."

2 I was directed to a set of shelves near the door marked "Children." I chose four books from these shelves and walked back to the desk. The librarian took the books from my hands, stamped them, and handed them to me along with the card she had made out in my name. As she returned the books, with her fingers on one end of the stack and mine on the other, our eyes met. She didn't smile and she didn't speak. The moment felt solemn. I understand it to mean: "We are keepers of the culture, you and I. The book is everything. We're here to respect it."

3 That was fifty years ago in the Bronx. In time, I read my way around the room (I used the storefront library until I entered City College) with that same librarian sitting at that same desk for most of those years. We never became chummy. We continued as we had begun, our bargain over the book, silent and mutual, remaining paramount. It was only recently that I realized the librarian had looked something like Edith Wharton and

I, of course, had looked to her like a Jewish immigrant's daughter. Keepers of the culture, indeed. But what exactly was the culture that we were keeping?

4 Not too long ago I was visiting the Aguilar branch of the library; at the time it, too, was a tiny storefront, on Third Avenue at 107th Street, making do while its permanent home on 110th Street was being renovated. The room was crowded and noisy, filled with black and brown children among whom the librarian — tall, blond, in her mid-20's — was a vivid presence.

5 A boy of 10 or 12 — slight, with fragile eyes behind rimless glasses — came up to the desk where we sat talking. The librarian broke off in mid-sentence. "Yes?" she said.

6 The boy hesitated. "I need to look up rattlesnakes," he announced.

7 She told him that he could find what he was looking for under reptiles, or in the geography section under Southwest. Still, he hesitated. The librarian got up, excused herself and took him out to the shelves.

8 When she came back she said, "In this neighborhood, if a kid walks in the door and he can't find what he's looking for, I've lost him. And that hurts." She paused, and then she said: "I love helping someone find that book they need. I really love it. I bring along the reader in them. And then,"she spread her hands in the air palms up and laughed, "Some of them turn out to be readers! It's always a thrill."

9 I found myself thinking back to Edith Wharton in the Bronx. That was the culture we'd been keeping: the librarian providing herself with the thrill of bringing along the reader in me, and me turning out to be a reader.

10 It's one of the largest public library systems in the world: the neighborhood branches of the New York Public Library. There are eighty-five of them in the Bronx, Manhattan and Staten Island (Brooklyn and Queens have their own systems). Through the branches pass more than 10 million books, magazines, pictures and records a year, circulating among more than two million cardholders, living in every grade of neighborhood from the self-assured Upper East Side to wasted stretches of the South Bronx.

11 Everywhere, they contain the first books that countless New York City children will read, and the librarian who will lead them into a reading life.

12 Librarians come up in the ranks; they move from assistant to head to regional head, and they work where they are assigned to

work; many of them put in years in neighborhoods some would think of as undesirable. I was struck when I was wandering around talking to branch librarians by how little interested they seemed in the obvious: an assignment in a safer neighborhood.

13 The children's librarian at the Jefferson Market branch in the West Village had worked some years at the overcrowded Fort Washington branch in densely Dominican Washington Heights. Looking around the spacious children's room at Jefferson Market, I remarked on how nice it must be to work here. The librarian replied with some intensity in her voice, "I loved Fort Washington."

14 Across town, at the Ottendorfer branch on Second Avenue at Eighth Street (the oldest operating branch in the city), the rooms were shabby, worn, dingy; a wallful of paperbacks (mystery, romance, science fiction) lined the entry way. The librarian, crisp and neat, led me upstairs to a thriving children's room that shared its space with a great collection of leather-bound German language books — the branches house collections in seventeen foreign languages — and gazed with pleasure on the goodness of her small domain. "People love reading up here," she said.

15 On the Upper West Side, a staff librarian described the people who use her branch as among the most literate library users in New York: "They walk in on Monday morning armed with the Times Book Review and want to know when the book they've circled will be in. Here a kid does not walk out never to return if he can't get what he wants on first request."

16 When asked if that meant there were more voracious readers up here, the librarian, who had put in years in the Bronx and on the Lower East Side, said: "No. It does not. It only means a higher level of uniformity on the shelves."

17 "Serving the needs of the community" is a commonly heard phrase among librarians. Inevitably, the question such a phrase raises is, "Do you give them what they want, or do you give them what they need?" Everywhere in the branches, the shelves hold a goodly amount of the ephemera of popular culture. Today, I am told, the library, like all other institutions, can no longer pick and choose autocratically; it has, somehow, to strike a participating balance.

18 I cannot help thinking, fifty years ago in the Bronx, if the library had responded to my needs instead of shaping my needs, what sort of a reader would I have become?

19 Chatham Square was a fine place to pursue the question "Do you give them what they want, or do you give them what they need?" This Chinatown branch is a model of immigrant love for the public library. (A woman from China stood in the doorway one day last year, with a child in each hand, staring at the room. "Free?" she said softly. "All this is free?")

20 The four floors at Chatham Square are, at all times, in fullest use; downstairs, in the basement reference room, there was someone at the computer ten minutes after it was installed; upstairs, two floors of books, games, art materials — and a constant swarm of children; on the main floor, students of all ages, as well as a good sprinkling of the middle-aged and the old, everyone reading newspapers and magazines or sitting with reference books spread out on the tables before them. Nevertheless, the shelves are dominated by books on computers, on travel and on China; self-help and how-to; mysteries and best-selling fiction; fantasy and pop psychology.

21 The retiring librarian said she didn't care what was on the shelves as long as people were in here reading, forming, as she said, a lifelong habit. She had spent forty-seven years in the system, thirty of them here at Chatham Square. "I've had a remarkable working life," she told me, seventy-one years old and eyes glowing. "It's been absolutely wonderful, turning people into readers."

22 And that, she said, you did by providing the atmosphere in which to help people form the habit.

23 The single most repeated phrase among the librarians is, "bringing out the reader in them." The phrase is powerful. It speaks to a central belief about the nature of human need — of the need, timeless and immutable, for narrative; the compelling hunger to make sense of experience through the words spun out in a story; the thing that nothing but a book can deliver. The branch librarians know that those who respond to narrative are to be found everywhere, often in the most unexpected quarters.

24 The Columbia branch, on 113th Street, is a small, beautiful room with dark shelving all around, cozy, crowded, silent. The people who come to this branch are among the most devoted of library users. The librarian followed my brooding eyes as I scanned the room appreciatively. Then he told me that he had worked for years in the Tremont branch, a library in the Bronx that sits in the middle of blasted streets, in a seemingly deserted neighborhood.

25 "Nevertheless," the librarian said, "in 1975, when the city was threatening to slash the library system, parents sat down in only two of the branches slated for closure." He points at the floor. "Here at Columbia, and at Tremont."

26 He looked around the room and his own eyes began to brood. I knew it wasn't either Columbia or Tremont he was loving at that moment. It was both. It was the two of them together. ■

EXERCISES

Understanding What You Have Read

______ 1. The main idea of this passage is that libraries
  a. are an important part of New York City.
  b. allow people to share the common "culture" of books.
  c. should try to cater to people's taste by buying books that are popular.
  d. can be either rich or poor.

______ 2. This main idea is stated
  a. in the opening paragraph.
  b. in paragraph 10.
  c. in paragraph 17.
  d. nowhere but is implied throughout.

______ 3. The public library system in New York City
  a. is one of the largest in the world.
  b. circulates 15 million books a year.
  c. has seventy-five branches in the Bronx, Manhattan, and Staten Island.
  d. has library-goers who are the most literate in the world.

4. Put a check mark next to details that support the writer's claim that librarians are not very interested in an assignment in a safer neighborhood.

______ a. The first librarian described tried to shape the writer's reading tastes, instead of just responding to them.

______ b. The librarian at the Aguilar branch helped a small, fragile boy look up rattlesnakes.

_______ c. One librarian "loved" working in the overcrowded Fort Washington district.

_______ d. Librarians will help choose the first books that countless New York City children will read.

_______ e. A librarian is pleased with a room that includes both children's books and leather-bound German language books.

_______ f. A librarian working in a richer district explains that readers in the Bronx are just as voracious.

_______ 5. In 1975, parents sat down to protest the closing of which two branches?
   a. Jefferson Market and Fort Washington
   b. the Upper West Side and the Bronx
   c. Chatham Square and the Bronx
   d. Columbia and Tremont

_______ 6. The single most repeated quote among librarians is,
   a. "Bringing out the reader in them."
   b. "Can I help you?"
   c. "Serving the needs of the community."
   d. "Do you give them what they want, or do you give them what they need?"

7. Write *maj* next to major details from the selection and *min* next to minor details.

_______ a. Gornick first visited the library when she was 8 years old.

_______ b. She felt that she and her librarian were "keepers of the culture."

_______ c. A young librarian at the Aguilar branch had a vivid presence.

_______ d. Librarians are thrilled when they "bring out the reader" in library-goers.

_______ e. Most librarians are not interested in "safer" branch assignments.

_______ f. On the Upper West Side, people come in knowing exactly which book they want.

______ g. At Chatham Square, the shelves are dominated by books on computers, travel, and China.

______ h. The librarian at the rich Columbia branch feels an equal love for the poorer Tremont branch.

Interpreting and Evaluating

______ 1. Because her appearance is contrasted with that of "a Jewish immigrant's daughter," we can infer that the librarian who resembled Edith Wharton
a. was of Israeli descent.
b. looked wealthy and white.
c. looked like the stereotypical mother.
d. was British.

______ 2. We can infer that the Bronx is an area of New York City whose residents are
a. very wealthy.
b. newly gentrified, growing increasingly wealthy.
c. rather poor.
d. indifferent readers.

______ 3. We can infer that the first librarian, when handing the writer her books, remained silent because
a. people should be quiet in a library.
b. she didn't want to speak to "a Jewish immigrant's daughter."
c. she wanted to impress the little girl with how solemn the moment was.
d. unlike the librarian at the Aguilar branch, she did not have a "vivid presence."

______ 4. We can infer that the Ottendorfer librarian is proud of her room of children's books and German language books because
a. she knows that providing a place for people to read is the most important thing.
b. she knows that many people do not speak German, and is glad the kids can use the room.
c. she is proud that her library is so versatile.
d. she is proud that her library possesses such rare and valuable books.

______ 5. We can infer from the tone of her description of the seventy-one-year-old librarian in paragraph 21 that the writer

a. felt sorry for the librarian, for having to work so many years.
b. found the librarian careless in her work, but very enthusiastic.
c. found the librarian rather strange.
d. felt that this librarian was a positive example of the profession.

______ 6. We can infer that the writer feels libraries should base book-buying decisions
a. not only on what readers want, but on what they need.
b. on what kinds of books will give libraries the most prestige.
c. on the types of ethnic groups that frequent a particular library.
d. not only on the current best-seller lists but also on celebrity recommendations.

______ 7. It is Gornick's opinion that narrative is
a. one of humankind's most pleasurable pastimes.
b. particularly important to children.
c. a timeless and compelling human need.
d. not as important as is the sense of community that a library offers.

______ 8. We can conclude from this selection that Gornick feels that libraries
a. provide a place where people of all cultures can share the culture of books.
b. in New York City are frequently in need of renovation.
c. are primarily interested in books that reflect the popular culture.
d. bring out the reader in every child who enters them.

______ 9. On the basis of the information presented in this selection, we can predict that the writer would support
a. funding for the addition of a new computer system for New York City libraries.
b. segregation in libraries in the wealthier districts.
c. a gentrification program for libraries in poor districts.
d. further protests, if any new threat is made to slash library systems.

______ 10. From this selection we can generalize that
  a. people from diverse groups get along well together in a library.
  b. libraries and librarians can play a vital role in "bringing out the readers."
  c. the city of New York deeply values its libraries.
  d. librarians don't mind danger.

______ 11. The tone of this selection is
  a. light and playful.
  b. warm and respectful.
  c. clever and sarcastic.
  d. nostalgic and mournful.

______ 12. The purpose of this selection is to
  a. "bring out the reader" in those who read the selection.
  b. argue that libraries have the right to city funding.
  c. deny the value that libraries have to some.
  d. make us think about the value of libraries and books in our lives.

Vocabulary

Next to each phrase from the selection in Column A write the letter of the meaning from Column B that best matches the word in italics. You may want to refer back to the selection for context clues.

Column A

______ 1. She didn't smile and she didn't speak. The moment felt *solemn.*

______ 2. "We are keepers of the *culture,* you and I."

______ 3. We never became *chummy.*

______ 4. our bargain over the book, silent and *mutual,* remaining paramount

f

______ 5. a boy of 10 or 12 — slight, with *fragile* eyes behind rimless glasses

Column B

a. lacking brightness or freshness
b. serious; earnest
c. the behaviors and beliefs characteristic of a particular social, ethnic, or age group
d. exercising unlimited power as if by right
e. powerful; irresistible
f. vulnerable delicate in appearance
g. friendly
h. to pass from place to place, person to person

Column A

_______ 6. The rooms were shabby, worn, *dingy*

_______ 7. led me upstairs to a *thriving* children's room

_______ 8. *circulating* among more than two million

_______ 9. the library . . . can no longer pick and choose *autocratically;* it has, somehow, to strike a . . . balance.

_______ 10. the *compelling* hunger to make sense of experience

Column B

i. prospering; successful

j. having the same relation to each other

WRITING PRACTICE

Writing in Your Journal

Oftentimes, city budgets slash money allocated for libraries as a way to economize. How important do you think a library is to a community? Write a journal entry in which you explore this question, arguing for or against a community's support for its library.

More Writing Practice

1. Summarize in a paragraph Gornick's views on libraries in poor vs. rich districts.
2. In a paragraph, describe a time that you felt someone else helped to "bring out the reader" in you.

Minority Student

Richard Rodriguez

During his college years the writer found that his family background meant he would receive special treatment. Read this selection to see how that special treatment came about and how the writer felt about it.

Prereading

Before you read this selection, freewrite on what it's like or what you think it would be like to be a minority student in college. Use separate paper.

Skimming

Before reading the selection, skim it to answer the following questions:

1. Where did Richard Rodriguez go to college and graduate school?

   ____

2. When was he first identified as a minority student?

   ____

3. When was he invited to teach at a community college?

   ____

4. What was the subject of the articles he published in 1973?

   ____

Word Highlights

affirmative action (¶2)	the government policy of giving members of minority groups preference for jobs and education
tally (¶2)	count
HEW (¶2)	the U.S. Department of Health, Education, and Welfare, which was in charge of affirmative action programs during the 1960s and 1970s
surname (¶2)	last name; family name
juxtaposition (¶3)	side-by-side placement
alienation (¶4)	a feeling of being separate or different
radically (¶5)	extremely
de facto (¶6)	in fact
prompted (¶9)	caused
contingents (¶9)	groups
rhetorically (¶9)	for effect only
los gringos (¶13)	Mexican term for people from the United States; white people
los pobres (¶13)	Spanish term for poor people
unfounded (¶15)	without basis; wrong
fawning (¶17)	flattering; seeking favor

Minority student — that was the label I bore in college at Stanford, then in graduate school at Columbia and Berkeley: a nonwhite reader of Spenser and Milton and Austen.

2 In the late 1960s nonwhite Americans clamored for access to higher education, and I became a principal beneficiary of the academy's response, its programs of affirmative action. My presence was noted each fall by the campus press office in its proud tally of Hispanic-American students enrolled; my progress was followed by HEW statisticians. One of the lucky ones. Rewarded. Advanced for belonging to a racial group "underrepresented" in American institutional life. When I sought admission to graduate schools, when I applied for fellowships and summer study grants, when I needed a teaching assistantship, my Spanish surname or the dark mark in the space

indicating my race — "check one" — nearly always got me whatever I asked for. When the time came for me to look for a college teaching job (the end of my years as a scholarship boy), potential employers came looking for me — a minority student.

3 Fittingly, it falls to me, as someone who so awkwardly carried the label, to question it now, its juxtaposition of terms — minority, student. For me there is no way to say it with grace. I say it rather with irony sharpened by self-pity. I say it with anger. It is a term that should never have been foisted on me. One I was wrong to accept.

4 In college one day a professor of English returned my term paper with this comment penciled just under the grade: "Maybe the reason you feel Dickens's sense of alienation so acutely is because you are a minority student." *Minority student.* It was the first time I had seen the expression; I remember sensing that it somehow referred to my race. Never before had a teacher suggested that my academic performance was linked to my racial identity. After class I reread the remark several times. Around me other students were talking and leaving. The professor remained in front of the room, collecting his papers and books. I was about to go up and question his note. But I didn't. I let the comment pass; thus became implicated in the strange reform movement that followed.

5 The year was 1967. And what I did not realize was that my life would be radically changed by deceptively distant events. In 1967, their campaign against southern segregation laws successful at last, black civil rights leaders were turning their attention to the North, a North they no longer saw in contrast to the South. What they realized was that although no official restrictions denied blacks access to northern institutions of advancement and power, for most blacks this freedom was only theoretical. (The obstacle was "institutional racism.") Activists made their case against institutions of higher education. Schools like Wisconsin and Princeton long had been open to blacks. But the tiny number of nonwhite students and faculty members at such schools suggested that there was more than the issue of access to consider. Most blacks simply couldn't afford tuition for higher education. And, because the primary and secondary schooling blacks received was usually poor, few qualified for admission. Many were so culturally alienated that they never thought to apply; they couldn't imagine themselves going to college.

6 I think — as I thought in 1967 — that the black civil rights leaders were correct: Higher education was not, nor is it yet, accessible to many black Americans. I think now, however, that the activists tragically limited the impact of their movement with the reforms they proposed. Seeing the problem solely in racial terms (as a case of *de facto* segregation), they pressured universities and colleges to admit more black students and hire more black faculty members. There were demands for financial aid programs. And tutoring help. And more aggressive student recruitment. But this was all. The aim was to integrate higher education in the North. So no one seemed troubled by the fact that those who were in the best position to benefit from such reforms were those blacks least victimized by racism or any other social oppression — those culturally, if not always economically, of the middle class.

7 The lead established, other civil rights groups followed. Soon Hispanic-American activists began to complain that there were too few Hispanics in colleges. They concluded that this was the result of racism. They offered racial solutions. They demanded that Hispanic-American professors be hired. And that students with Spanish surnames be admitted in greater numbers to colleges. Shortly after, I was "recognized" on campus: an Hispanic-American, a "Latino," a Mexican-American, a "Chicano." No longer would people ask me, as I had been asked before, if I were a foreign student. (From India? Peru?) All of a sudden everyone seemed to know — as the professor of English had known — that I was a minority student.

8 I became a highly rewarded minority student. For campus officials came first to students like me with their numerous offers of aid. And why not? Administrators met their angriest critics' demands by promoting any plausible Hispanic on hand. They were able, moreover, to use the presence of conventionally qualified nonwhite students like me to prove that they were meeting the goals of their critics.

9 In 1968, the assassination of Dr. Martin Luther King, Jr., prompted many academic officials to commit themselves publicly to the goal of integrating their institutions. One day I watched the nationally televised funeral; a week later I received invitations to teach at community colleges. There were opportunities to travel to foreign countries with contingents of "minority group scholars." And I went to the financial aid office on campus and was handed special forms for minority student applicants. I was a minority student, wasn't I? the lady behind the

counter asked me rhetorically. Yes, I said. Carelessly said. I completed the application. Was later awarded.

10 In a way, it was true. I was a minority. The word, as popularly used, did describe me. In the sixties, *minority* became a synonym for socially disadvantaged Americans — but it was primarily a numerical designation. The word referred to entire races and nationalities of Americans, those numerically underrepresented in institutional life. (Thus, without contradiction, one could speak of "minority groups.") And who were they exactly? Blacks — all blacks — most obviously were minorities. And Hispanic-Americans. And American Indians. And some others. (It was left to federal statisticians, using elaborate surveys and charts, to determine which others precisely.)

11 I was a minority.

12 I believed it. For the first several years, I accepted the label. I certainly supported the racial civil rights movement; supported the goal of broadening access to higher education. But there was a problem: One day I listened approvingly to a government official defend affirmative action; the next day *I* realized the benefits of the program. I was the minority student the political activists shouted about at noon-time rallies. Against their rhetoric, I stood out in relief, unrelieved. *Knowing:* I was not really more socially disadvantaged than the white graduate students in my classes. *Knowing:* I was not disadvantaged like many of the new nonwhite students who were entering college, lacking good early schooling.

13 Nineteen sixty-nine. 1970. 1971. Slowly, slowly, the term *minority* became a source of unease. It would remind me of those boyhood years when I had felt myself alienated from public (majority) society — *los gringos. Minority. Minorities. Minority groups.* The terms sounded in public to remind me in private of the truth: I was not — in a *cultural* sense — a minority, an alien from public life. (Not like *los pobres* I had encountered during my recent laboring summer.) The truth was summarized in the sense of irony I'd feel at hearing myself called a minority student: The reason I was no longer a minority was because I had become a student.

14 *Minority student!*

15 In conversations with faculty members I began to worry the issue, only to be told that my unease was unfounded. A dean

said he was certain that after I graduated I would be able to work among "my people." A senior faculty member expressed in confidence that, though I was unrepresentative of lower-class Hispanics, I would serve as a role model for others of my race. Another faculty member was sure that I would be a valued counselor to incoming minority students. (He assumed that, because of my race, I retained a special capacity for communicating with nonwhite students.) I also heard academic officials say that minority students would someday form a leadership class in America. (From our probable positions of power, we would be able to lobby for reforms to benefit others of our race.)

16 In 1973 I wrote and had published two essays in which I said that I had been educated away from the culture of my mother and father. In 1974 I published an essay admitting unease over becoming the beneficiary of affirmative action. There was another article against affirmative action in 1977. One more soon after. At times, I proposed contrary ideas; consistent always was the admission that I was no longer like socially disadvantaged Hispanic-Americans. But this admission, made in national magazines, only brought me a greater degree of success. A published minority student, I won a kind of celebrity. In my mail were admiring letters from right-wing politicians. There were also invitations to address conferences of college administrators or government officials.

17 My essays served as my "authority" to speak at the Marriott Something or the Sheraton Somewhere. To stand at a ballroom podium and hear my surprised echo sound from a microphone. I spoke. I started getting angry letters from activists. One wrote to say that I was becoming the *gringos'* fawning pet. What "they" want all Hispanics to be. I remembered the remark when I was introduced to an all-white audience and heard their applause so loud. I remembered the remark when I stood in a university auditorium and saw an audience of brown and black faces watching me. I publicly wondered whether a person like me should really be termed a minority. But some members of the audience thought I was denying racial pride, trying somehow to deny my racial identity. They rose to protest. One Mexican-American said I was a minority whether I wanted to be or not. And he said that the reason I was a beneficiary of affirmative action was simple: I was a Chicano. (Wasn't I?) It was only an issue of race.

EXERCISES

Understanding What You Have Read

_______ 1. The main idea of this passage is that the author
   a. benefited greatly from the label *minority student.*
   b. feels alienated from most Hispanic Americans.
   c. is unhappy with the label *minority student.*
   d. has had a successful life.

_______ 2. This main idea is stated directly
   a. in the opening paragraph.
   b. in paragraph 2.
   c. in paragraph 3.
   d. nowhere but is implied throughout.

_______ 3. The label *minority student* helped Rodriguez get
   a. into college.
   b. a good early education.
   c. into graduate school.
   d. a job counseling Hispanic Americans.

4. Place the following events in time order by placing a *1* next to the earliest event, a 2 next to the event that happened second, and so on.

_______ a. Richard Rodriguez was given scholarship and travel offers.

_______ b. The writer gave speeches and gained some celebrity.

_______ c. Dr. Martin Luther King Jr. was assassinated.

_______ d. Black civil rights leaders won legal battles in the South.

_______ e. Rodriguez became uneasy with the term *minority student.*

_______ f. Hispanic-American activists complained about the lack of Hispanics in college.

_______ g. Rodriguez wrote several articles attacking affirmative action.

_______ h. Civil rights leaders looked at *de facto* segregation in the North.

_______ i. Activists attacked Rodriguez.

_______ 5. The author first became implicated in the reform movement of affirmative action when he
a. accepted a scholarship.
b. spoke out against the policy.
c. entered college.
d. quietly accepted a comment on an English paper.

6. Put a check mark next to the causes the author gives for the low black enrollment at legally integrated northern colleges.

_______ a. Black students did not qualify because of poor education.

_______ b. Black students left after meeting prejudice.

_______ c. Black students preferred all-black colleges.

_______ d. Black students could not afford college.

_______ e. Black students never thought to apply.

_______ f. White admissions officers quietly discarded the applications of black students.

_______ 7. Rodriguez was highly rewarded because
a. administrators needed to answer critics.
b. government statisticians had established minority quotas.
c. he was a conventionally qualified student but had a Spanish surname.
d. all of the above

_______ 8. As a result of questioning whether he should have been labeled *minority*, Rodriguez was attacked by Hispanic activists for all of the following reasons except
a. denying racial pride.
b. being ungrateful for the benefits he received.
c. becoming white people's ideal Hispanic.
d. lying to himself.

Interpreting and Evaluating

_______ 1. From various clues scattered throughout the selection we can infer that the writer grew up
a. poor and disadvantaged.
b. in a wealthy part of Mexico.
c. in a poor Mexican village.
d. in a middle-class Mexican-American home.

______ 2. We can infer that the English professor who wrote the comment on the author's term paper

   a. considered Rodriguez the same as the other students.
   b. placed Rodriguez in a special category.
   c. did not like Rodriguez.
   d. was consciously trying to discriminate against the author by telling him he did not like white people.

______ 3. We can infer that the author did not say anything to that English professor because he

   a. knew he would benefit from the label.
   b. was uncertain of the label's meaning.
   c. was frightened of the professor.
   d. took a privately ironic attitude.

______ 4. "The reason I was no longer a minority was because I had become a student." We can infer that Rodriguez wrote this statement because he

   a. thought minority culture and student culture were two separate groups.
   b. looked down on his roots.
   c. thought he could get a better job by hiding his minority background.
   d. wanted to avoid responsibilities to his people.

______ 5. We can infer from the tone of his presentation of the conversations he had with faculty members in paragraph 15 that the author

   a. looked forward to becoming a role model for other Hispanics.
   b. was finally satisfied with his identity.
   c. believed the faculty members did not understand his unease.
   d. thought the faculty members were deliberately trying to mislead him.

______ 6. It is Rodriguez's opinion that black leaders were correct in believing that

   a. blacks did not have equal access to higher education.
   b. the segregation problem was racial.
   c. they needed to apply pressure for more black students and faculty.
   d. minorities must stick together in order to fight the white establishment.

______ 7. We can conclude from this selection that Rodriguez feels that affirmative action programs
   a. have helped all Hispanics.
   b. have achieved the government's goals.
   c. create role models for other minority students.
   d. have primarily benefited middle-class students.

______ 8. We can conclude that Rodriguez would now most like to be identified as a
   a. minority student.
   b. student and teacher.
   c. Mexican American.
   d. political activist.

______ 9. On the basis of information presented in this selection, we can predict that the author would support
   a. the continuation of affirmative action programs.
   b. all attempts to end segregation.
   c. special programs only for disadvantaged students.
   d. hiring and admissions quotas.

______ 10. From this selection we can generalize that
   a. affirmative action programs have only hurt people.
   b. well-meaning faculty members usually confuse their students.
   c. labeling people can create unfortunate social pressures.
   d. government programs always do exactly what they were designed to do.

______ 11. We can further generalize that
   a. people sometimes feel more in common with those outside their own ethnic group.
   b. education never changes people's identities.
   c. people do not always appreciate all the good that life brings.
   d. only by identifying with ethnic causes can people improve their lives.

______ 12. The tone of this selection is
   a. angry and ironic.
   b. resigned and straightforward.
   c. hateful and destructive.
   d. hopeful and positive.

______ 13. The purpose of this selection is to
  a. make us feel sympathy for the author.
  b. argue for the end of all programs to help black and Hispanic students.
  c. deny that some minority people are disadvantaged.
  d. make us think about what happens when we label people minority.

Vocabulary

Next to each phrase from the selection in Column A write the letter of the meaning from Column B that best matches the word in italics. You may want to refer back to the selection for context clues.

Column A

______ 1. principal *beneficiary* of the academy's response

______ 2. principal beneficiary of the *academy's* response

______ 3. followed by HEW *statisticians*

______ 4. became *implicated* in the strange reform movement

______ 5. *deceptively* distant events

______ 6. no official *restrictions*

______ 7. denied blacks *access*

______ 8. activists *tragically* limited the impact

______ 9. more *aggressive* student recruitment

______ 10. least *victimized* by racism

______ 11. any *plausible* Hispanic on hand

Column B

a. fame
b. rules against; limitations
c. in the ordinary way
d. not typical; different from
e. involved
f. opposite
g. hurt
h. ability or right to enter
i. person who receives benefits
j. all colleges and universities
k. unfortunately
l. people who keep track of numbers
m. bold; active
n. proof of expertise
o. misleadingly
p. seemingly acceptable; likely

Column A

_______ 12. *conventionally* qualified nonwhite students

_______ 13. *unrepresentative* of lower-class Hispanics

_______ 14. proposed *contrary* ideas

_______ 15. won a kind of *celebrity*

_______ 16. essays served as my *"authority"*

WRITING PRACTICE

Writing in Your Journal

Political, social, and cultural events have contributed to a growing attack on affirmative action policies. Do you think affirmative action has gone too far — or not far enough — in dealing with perceived racial inequities? Write a journal entry to explore your thoughts.

More Writing Practice

1. Summarize in a paragraph Rodriguez's reasons for feeling uncomfortable with the label minority and for not identifying strongly with most other Hispanic Americans.
2. In a paragraph describe a time during which you felt uncomfortable with a label other people gave you.

CRISSCROSS

A Collaborative Learning Exercise

Like "Minority Student," "Foul Shots" by Rogelio R. Gomez also captures the Latino minority experience. Form a group with several other students and discuss an imaginary conversation between these writers. What would they say to each other? What points might they agree on? disagree on? Share your group's conclusions with the class.

Americans in Transition

⁂

SELECTION
1

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Who was Jackie Robinson, and what do you know about him?
2. What do you know about the game of baseball, the National League, or the sport's most famous players?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

barnstorming (1) To travel around the country, making speeches or performing
gawk (1) To stare stupidly
mocked (3) ridiculed, scorned, made fun of
vile (4) unpleasant or objectionable
forbearance (4) patience, restraint
suppress (5) to check or inhibit the expression of an impulse, to deliberately hold back
rattling (7) unnerving, upsetting
reverence (8) a feeling of awe and respect and often love
mission (9) a special assignment given to a person or group
appalled (12) upset, dismayed

Jackie Robinson

HENRY AARON

Henry ("Hank") Aaron holds the major league home run record (755) and works for the Atlanta Braves organization. In this article, he explains how baseball great Jackie Robinson influenced his career and what Robinson's life has meant to the sport of baseball and to the nation.

I WAS 14 YEARS OLD when I first saw Jackie Robinson. It was the spring 1
of 1948, the year after Jackie changed my life by breaking baseball's

color line. His team, the Brooklyn Dodgers, made a stop in my hometown of Mobile, Alabama, while **barnstorming** its way north to start the season, and while he was there, Jackie spoke to a big crowd of black folks over on Davis Avenue. I think he talked about segregation, but I didn't hear a word that came out of his mouth. Jackie Robinson was such a hero to me that I couldn't do anything but **gawk** at him.

They say certain people are bigger than life, but Jackie Robinson is the only man I've known who truly was. In 1947 life in America—at least my America, and Jackie's—was segregation. It was two worlds that were afraid of each other. There were separate schools for blacks and whites, separate restaurants, separate hotels, separate drinking fountains and separate baseball leagues. Life was unkind to black people who tried to bring those worlds together. It could be hateful. But Jackie Robinson, God bless him, was bigger than all of that. 2

Jackie Robinson had to be bigger than life. He had to be bigger than the Brooklyn teammates who got up a petition to keep him off the ball club, bigger than the pitchers who threw at him or the base runners who dug their spikes into his shin, bigger than the bench jockeys who hollered for him to carry their bags and shine their shoes, bigger than the so-called fans who **mocked** him with mops on their heads and wrote him death threats. 3

When Branch Rickey first met with Jackie about joining the Dodgers, he told him that for three years he would have to turn the other cheek and silently suffer all the vile things that would come his way. Believe me, it wasn't Jackie's nature to do that. He was a fighter, the proudest and most competitive person I've ever seen. This was a man who, as a lieutenant in the Army, risked a court-martial by refusing to sit in the back of a military bus. But when Rickey read to him from *The Life of Christ,* Jackie understood the wisdom and the necessity of **forbearance.** 4

To this day, I don't know how he withstood the things he did without lashing back. I've been through a lot in my time, and I consider myself to be a patient man, but I know I couldn't have done what Jackie did. I don't think anybody else could have done it. Somehow, though, Jackie had the strength to **suppress** his instincts, to sacrifice his pride for his people's. It was an incredible act of selflessness that brought the races closer together than ever before and shaped the dreams of an entire generation. 5

Before Jackie Robinson broke the color line, I wasn't permitted even to think about being a professional baseball player. I once mentioned something to my father about it, and he said, "Ain't no colored 6 ballplayers." There were the Negro Leagues of course, where the Dodgers discovered Jackie, but my mother, like most, would rather her son be a schoolteacher than a Negro Leaguer. All that changed when Jackie put on No. 42 and started stealing bases in a Brooklyn uniform.

Jackie's character was much more important than his batting average, but it certainly helped that he was a great ball player, a .311 career hitter whose trademark was **rattling** pitchers and fielders with his daring base running. He wasn't the best Negro League talent at the time he was chosen, and baseball wasn't really his best sport—he had been a football and track star at UCLA—but he played the game with a ferocious creativity that gave the country a good idea of what it had been missing all those years. With Jackie in the infield, the Dodgers won six National League pennants. 7

I believe every black person in America had a piece of those pennants. There's never been another ball player who touched people as Jackie did. The only comparable athlete, in my experience, was Joe Louis.[1] The difference was that Louis competed against white men; Jackie competed with them as well. He was taking us over segregation's threshold into a new land whose scenery made every black person stop and stare in **reverence.** We were all with Jackie. We slid into every base that he swiped, ducked at every fastball that hurtled toward his head. The circulation of the Pittsburgh *Courier,* the leading black newspaper, increased by 100,000 when it began reporting on him regularly. All over the country, black preachers would call together their congregations just to pray for Jackie and urge them to demonstrate the same forbearance that he did. 8

Later in his career, when the "Great Experiment" had proved to be successful and other black players had joined him, Jackie allowed his instincts to take over in issues of race. He began striking back and speaking out. And when Jackie Robinson spoke, every black player got the message. He made it clear to us that we weren't playing just for ourselves or for our teams; we were playing for our people. I don't think it's a coincidence that the black players of the late '50s and '60s—me, Roy Campanella, Monte Irvin, Willie Mays, Ernie Banks, Frank Robinson, Bob Gibson and others—dominated the National League. If we played as if we were on a **mission,** it was because Jackie Robinson had sent us out on one. 9

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[1] Born in 1914, Joe Louis was an American prizefighter. He held the world heavyweight title from 1937 to 1949. He successfully defended this title 25 times. He died in 1981.

10 Even after he retired in 1956 and was elected to the Hall of Fame in 1962, Jackie continued to chop along the path that was still a long way from being cleared. He campaigned for baseball to hire a black third-base coach, then a black manager. In 1969 he refused an invitation to play in an old-timers' game at Yankee Stadium to protest the lack of progress along those lines.

11 One of the great players from my generation, Frank Robinson (who was related to Jackie only in spirit), finally became the first black manager, in 1975. Jackie was gone by then. His last public appearance was at the 1972 World Series, where he showed up with white hair, carrying a cane and going blind from diabetes. He died nine days later.

12 Most of the black players from Jackie's day were at the funeral, but I was **appalled** by how few of the younger players showed up to pay him tribute. At the time, I was 41 home runs short of Babe Ruth's career record, and when Jackie died, I really felt that it was up to me to keep his dream alive. I was inspired to dedicate my home-run record to the same great cause to which Jackie dedicated his life. I'm still inspired by Jackie Robinson. Hardly a day goes by that I don't think of him.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. sports
    b. baseball
    [✓ c.] Jackie Robinson
    d. African-American athletes
2. What is the author's central idea?
    a. African Americans have made significant contributions to the field of sports.
    b. Baseball is one of America's best loved sports.
    c. Many African Americans have achieved fame in baseball.
    [✓ d.] Jackie Robinson broke the color line and changed baseball forever.
3. The author's primary purpose is to
    [✓ a.] express his ideas about Robinson's influence on his own life and our national life.
    b. inform readers about what life for minorities was like in 1947.
    c. persuade readers to take more of an interest in team sports.

d. entertain us with amusing stories about the life of Jackie Robinson.

Details

4. In the author's opinion, the only comparable athlete to Jackie Robinson was
a. Willie Mays.
b. Roy Campanella.
[✓ c.] Joe Louis.
d. Ernie Banks.

5. According to the author, in what other sports did Jackie Robinson excel?
a. golf and tennis
b. basketball and hockey
[✓ c.] football and track
d. soccer and swimming

6. According to the author, Jackie's ________ was more important than his batting average.
a. race
b. daring
c. talent
[✓ d.] character

7. Jackie Robinson accomplished all of the following *except* which one?
a. He became a .311 career hitter.
b. He was elected to the hall of fame.
[✓ c.] He played in an old-timers' game at Yankee Stadium.
d. He helped his team win six National League pennants.

8. What is the author's dominant organizational pattern?
[✓ a.] Sequence: The author traces the development of Robinson's career.
b. Comparison/contrast: The author compares baseball players to other athletes.
c. Cause/effect: The author explains the reasons behind Robinson's success.
d. Definition: The author defines sportsmanship in baseball.

Inferences

9. In the first sentence of paragraph 9, what does the author mean by "Great Experiment"?
[✓ a.] The Brooklyn Dodgers hired its first black player.
b. In 1947, baseball leagues were segregated.

   c. As a lieutenant in the Army, Robinson refused to sit in the back of a military bus.
   d. Robinson campaigned for baseball to hire a black third-base coach and a black manager.

10. According to the author, Robinson "understood the wisdom and the necessity of forbearance." Therefore, Robinson probably would have most admired which one of these 1960s civil rights advocates?
   a. Stokeley Carmichael, an activist for the Black Power movement
   b. Bobby Seale, prominent member of the Black Panthers, a militant group
   [✓ c.] Martin Luther King, Jr., a preacher and advocate of nonviolent protest
   d. Malcolm X, political leader of the Black Muslims

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

a barnstorming c rattling e reverence g mission i gawk
b forbearance d suppress f appalled h mocked j vile

1. When the algebra instructor accidently punched a hole in his pocket with his pen, the students could not __d__ their laughter.
2. Athletes who have become celebrities can expect people to __i__ at them whenever they appear in public.
3. Raymond took a big gulp of his soda and immediately spit it out because it tasted __j__.
4. The instructor said to the students "I am __f__ that you would think I do not treat everyone fairly."
5. When someone shouts at you in anger, do you have the __b__ not to shout back?
6. Michael Jordan's fans treat him with a respect that amounts to __e__.
7. "It is my __g__," said the instructor, to make sure that everyone develops the skills needed to pass this course.

8. Because the other students were __c__ her by talking about the test and all the information she had not studied, Ramona became increasingly anxious.
9. The rock group, *Anorexia,* performed to sold-out audiences while __a__ their way from Anchorage, Alaska, to Key West, Florida.
10. The fifth graders __h__ their teacher by making faces and drawing unflattering pictures.

THINKING DEEPER

Ideas for discussion and writing:

1. The author says Jackie Robinson is the only man he knew who truly was bigger than life. Discuss what you think the author means by "bigger than life." Then give an example of someone you know or have read about who is bigger than life.
2. The author says Jackie Robinson's sacrifice and selflessness "brought the races closer together than ever before and shaped the dreams of an entire nation." Discuss people you know or have read about whose efforts or accomplishments have brought people closer together.
3. Discuss how Jackie Robinson's life and career illustrate the Part 1 theme, *Americans in Transition.* For example, how had Americans' attitudes about African American athletes changed from the time Robinson first played for the Dodgers in 1947 to his retirement in 1956? Do race issues trouble national or college athletic teams today? If so, how are athletes and their fans dealing with these issues?
4. In this selection, the author writes about a man he admires, a man who both influenced his career and served as a role model. Write about someone you admire and respect, someone who has had a positive influence on your choices and behavior.

SELECTION
2

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about Vietnamese family values?
2. What is one of your own family values?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

perpetuate (3) prolong, extend
embodiment (4) representation
cornerstone (5) a fundamental basis
solicitude (5) concerned, attentive attitude
solemn (8) deeply serious, ceremonial
subversive (9) intending to undermine, corrupt, or ruin
exodus (10) a mass departure

Vietnamese: A Lifetime Commitment

TA, PHU THUC

The author is a resident of Winter Park, Florida. He served as a colonel in the Army of the Republic of Vietnam. His essay is a response to a question The Orlando Sentinel *asked readers: "How do you deal with your parents as they get older?"*

A VIETNAMESE SAYING GOES: "The father's creative work is as great as the Thai Son mountain; the mother's love is as large as the river flowing out to sea. Respect and love your parents from the bottom of your hearts. Achieve your duty of filial piety as a proper standard of well-behaved children." 1

I was pleased to see "Saturday Special" ask the question, "How do you deal with your parents as they get older?" I want to relate some characteristics of the Vietnamese culture. You see, living together with elderly parents under the same roof is one of our national traditions. In fact, I am honored to have my 92-year-old mother-in-law living with me and my wife. 2

The family is the basic institution with which to **perpetuate** society and provide protection to individuals. Generally speaking, the family structure in Southeastern Asia is more complex than the American family structure. 3

In Vietnamese society, the father is the head of the family. However, the father shares with his wife and children collective responsibilities—legally, morally and spiritually—and these responsibilities continue, even after children are grown up and married. Always, the mother has the same status as the father. In addition, she is the **embodiment** of love and the spirit of self-denial and sacrifice. 4

Vietnamese parents consider the parent-child relationship their most important responsibility, and they train their children for a lifetime. In effect, the family is the small school where children learn to follow rules of behavior and speaking. The **cornerstone** of the children's behavior in the family is filial piety. Filial piety consists of loving, respecting and obeying one's parents. As a result, the obligation to obey parents does not end with the coming of age or marriage. Filial piety means **solicitude** and support of one's parents, chiefly in their old age. Vietnamese elders never live by themselves or in nursing homes. Instead, they live with one of their children, usually the eldest son. This is a family custom practiced in all Vietnamese homes. 5

We do not want to live far apart from our parents, regardless of whether they are young or old, healthy or infirm, because we want to take care of them at any time until their deaths. That is our concept of gratitude to our parents for their hard work and sacrifice throughout the years. 6

I recall that, when I was growing up, my mother was severely crippled. When we walked together, she held on to my arm for balance. It was difficult to coordinate our steps. My wife and I took turns holding my mother when she cried, and we helped her to walk two hours a day to exercise her body. 7

By living with our aging parents under the same roof, we also have many occasions to demonstrate our respect for them in the **solemn** days of the lunar year, such as New Year's Day (Tet), and to celebrate their anniversaries. Our children would present New Year's wishes and 8 symbols of good luck, such as bright red ribbons, to their grandparents to represent prosperity and longevity.

9 Most important in the Vietnamese value system is undoubtedly our belief that children ought to be grateful to parents for the debt of birth, rearing and education. Children are taught to think of parents first, even at their own expense, to make sacrifices for their parents' sake, to love and care for them in their old age. Unfortunately, that practice is denied now by the communist regime in Vietnam. Children have been taught to spy on their parents and report to the Communist Party any **subversive** talk or irregular behavior.

10 Above all, since April 30, 1975, after the collapse of Saigon with the communist takeover of South Vietnam and the tragic **exodus** of more than 2 million refugees to all parts of the world in search of freedom and a better future, Vietnamese families still practice the custom of living with the parents under the same roof. Deep feelings for families and ties to elders are still strong. These feelings and ties will endure despite these times of change. Even when our parents have been gone many years, we still think of them as living with us.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the war in Vietnam
   b. childrearing practices in Vietnam
   c. holidays and celebrations in Vietnam
   [✓ d.] how the Vietnamese deal with parents
2. What is the author's central idea?
   a. "I want to relate. . . ." paragraph 2, sentence 2
   [✓ b.] "Vietnamese parents. . . . paragraph 5, first sentence
   c. "The cornerstone. . . ." paragraph 5, sentence 3
   d. "Most important. . . ." paragraph 9, first sentence
3. The author's primary purpose is to
   a. persuade readers that Vietnamese values are superior to others.
   [✓ b.] inform readers about some characteristics of Vietnamese culture.
   c. express his feelings about the treatment of parents in other societies.
   d. entertain readers with stories about his parents' childhood.

Details

4. According to the author's details, which one of the following statements about the Vietnamese family is true?
   a. The father has the most status.
   b. The mother has more status than the father.
   [✓ c. Mother and father have equal status.]
   d. Children have more status than either of the parents.
5. In Vietnamese culture, which institution perpetuates society and provides protection to individuals?
   [✓ a. family]
   b. marriage
   c. the educational system
   d. the Communist Party
6. Which duty is the cornerstone of children's behavior within the family?
   a. dependability
   [✓ b. filial piety]
   c. self-denial
   d. gratitude
7. Most important in the Vietnamese value system is
   a. parents' sacrifices
   b. society's needs
   [✓ c. children's gratitude toward parents]
   d. obedience to the government
8. In which paragraph is *definition* the dominant pattern?
   a. paragraph 1
   b. paragraph 2
   [✓ c. paragraph 5]
   d. paragraph 9

Inferences

9. Based on the context in which it is used, the word "infirm" in paragraph 6 means
   a. tired
   b. aged
   ~~c.~~ fit
   [✓ d. ill]
10. Based on the author's details, which one of the following would be an example of filial piety?

a. moving far away from an elderly parent
b. suggesting that parents buy or rent their own home
c. doing what you want without regard to parents' approval
[✓ d.] seeking a parent's advice about a job or relationship

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

perpetuate
solicitude
cornerstone
embodiment
subversive
solemn
exodus

1. Students would rather an instructor show _______ than a lack of concern.
2. Do not stand in the doorway when class is over or you might be trampled in the _______.
3. A belief in a higher power is the _______ of many religions.
4. The crowd was _______ during the flag raising and singing of the national anthem.
5. People who celebrate New Year's Eve hope to see the last of the old year's troubles and to _______ their successes.
6. Only a few people such as Elizabeth Taylor or Marilyn Monroe are the _______ of what it means to be a movie star.
7. Many believe that violent song lyrics and racist websites are a _______ influence on today's youth.

THINKING DEEPER

Ideas for discussion and writing:

1. According to the author, the duty of filial piety is important to Vietnamese families. How important is this concept in your culture, or to people of other cultures? What examples of filial piety have you seen in your life or that of others?
2. Read again the Vietnamese saying in paragraph 1 of the selection. Discuss this saying with a small group of your classmates. What does the saying mean? Do you and the members of your group have similar or different feelings about the roles and duties of mothers, fathers, and children? Write a saying of your own that

expresses your ideas. Then share your saying with the rest of the class.

3. Discuss how the Vietnamese attitudes toward the elderly explained in this selection illustrate the Part 1 theme, *Americans in Transition.* For example, what similarities and differences do you see between the values and attitudes expressed in this selection and your own? What can Vietnamese-Americans and other Americans learn from each other? What changes in customs, traditions, and values might or might not occur when people leave their countries of origin to live in another country?
4. In this selection, the author says that the Vietnamese value the sacrifices parents make for their children. Write about someone you know who sacrificed his or her own needs or desires for those of a child.

SELECTION
3

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know of the Koran and its teachings about parents?
2. What are your views about caring for aging parents?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

caliber (3) degree of worth or quality
perseverance (3) persistence, steadfastness
turbulent (3) restless, disturbed, chaotic
fragile (4) lacking physical or emotional strength
sacred (6) worthy of respect
dependent (8) relying on or requiring someone's support

Koran Lesson: Exalt Moms, Dads

YASMEEN QADRI

The author teaches in the College of Education at the University of Central Florida. She is the assistant principal at the Muslim Academy in Goldenrod, Florida. This selection is another response to the question posed by The Orlando Sentinel: *"How do you deal with your parents as they get older?"*

THE MOST MISERABLE days of my life were when I was living in a different country, thousands of miles away from my parents. 1

Then, 20 years ago, my parents moved from India to the United States to live with my sister. My father now is 82, my mother 68. 2

In India, my father was an ordinary man, but he worked very hard to provide his children with the best education. Because public schools in our city were not of a high **caliber**, he worked two jobs to 3 pay our tuition to a private school. Mom, with patience and **perseverance,** walked me through the **turbulent** teenage years.

Those days when my parents fulfilled their responsibility are gone. Now it is our turn to return love to our parents, to "handle with care" parents who are sometimes insecure and **fragile.** 4

My father, with his macho personality, still wants to maintain the leadership role. This makes it challenging for us to make his American-born and reared grandchildren show him the same level of respect that we do. Despite a few challenges, we are fortunate to have our parents near us. 5

No doubt that lifestyles have changed today, not just in the United States but throughout the world. For many families, respect, obedience and responsibility toward parents have become more of a fantasy than reality. Yet, no matter how much times change, parent-child relationships should and will remain strong. My faith has taught me that parents hold a **sacred** position. These verses from my religious book, the Koran, further strengthen my belief: 6

"Treat your parents with great consideration; if either or both of them live with you in their old age, do not say even 'fie' to them; nor rebuke them, but speak kind words to them; treat them with humility and tenderness and pray: 'Lord, be merciful to them just as they brought me up with kindness and affection.'" 7

I repeat these prayers daily, hoping that my parents never go through the pain of being helpless or handicapped. Today, when both spouses work, it is a great challenge to take care of old, **dependent** parents. Although my parents live most of the time with my older sister, there are four siblings, and we share the responsibilities. My sister takes care of most of the finances, and I, for the most part, act as a counselor, listening to them and providing comfort and tender care. 8

The key to all this care is our faith. We strongly believe that we owe a lot to our parents and will have rewards in the hereafter if we keep them happy. The Koran mentions several times about parents' rights over those of their children. For example, it states "And we have enjoined upon man to do good to his parents. His mother bears him with trouble and she brings him forth in pain. And the bearing of him and the weaning of him." It also states, "Paradise lies under the feet of the mother." 9

We need to pass these values on to our children, so that we may have a better life in our old age. Parents are the real strength and roots of a healthy family tree. As children, we need to strive to save these trees so that we can be under their shade. Without our parents, we could not have survived. 10

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. the history of the Koran
    b. child-rearing in India
    c. family relationships in India
    [✓ d.] a lesson on respect for parents
2. Which sentence from the selection states the author's central idea?
    a. "Now it is our turn. . . ." paragraph 4, sentence 2
    b. "Despite a few challenges. . . ." paragraph 5, last sentence
    [✓ c.] "My faith has taught me. . . ." paragraph 6, fourth sentence
    d. "We need to pass. . . ." paragraph 10, first sentence
3. The author's primary purpose is to
    [✓ a.] express how her religious faith influences the way she treats her parents.
    b. inform readers about the traditions and culture of Indian Muslims.
    c. persuade readers to seek guidance from sacred texts.
    d. entertain readers with memories of her childhood.

Details

4. According to the author, all but which one of the following values have become more of a fantasy than a reality in the United States?
    a. obedience
    [✓ b.] duty
    c. respect
    d. responsibility
5. The author says that the key to taking care of parents is
    a. tradition.
    b. love.
    [✓ c.] faith.
    d. desire.
6. According to the author, the Koran emphasizes
    [✓ a.] parents' rights over children's rights.
    b. children's rights over parents' rights.
    c. equal rights for parents and children.
    d. limited rights for parents and children.
7. The author says taking care of parents is a challenge when
    a. couples lack money.
    b. families are large.

[✓ c.] both spouses work.
   d. the parents are old.

8. What is the author's dominant organizational pattern?
   a. Sequence: The author traces the development of her religious faith.
   b. Comparison/contrast: The author compares the Koran to other religious texts.
   [✓ c.] Generalization then example: Examples from the Koran explain the parents' sacred position in the family.
   d. Definition: The author defines the meaning of the word "macho."

Inferences

9. If parents are the "strength and roots" of a healthy family tree (paragraph 10), then children are the
   a. leaves
   b. water
   c. soil
   [✓ d.] fruit

10. Based on their views about parents and children, the authors of Selections 2 and 3 would be most likely to agree with which of the following sayings:
   a. Like mother, like daughter.
   [✓ b.] Honor the father and the mother.
   c. The sins of the fathers are visited on the sons.
   d. Spare the rod and spoil the child.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

perseverance
dependent
turbulent
fragile
sacred
caliber

1. After a bout of pneumonia, a person's health may be so ________ that a relapse can occur.
2. During the ________ sixties, social unrest was the order of the day.
3. The ________ of civil rights activists and their supporters led to the enactment of anti-discrimination laws.
4. Because pets are ________ on their owners for food and shelter, owning a pet requires a commitment to its care.

5. To many, the American flag is a ______ symbol of democracy.
6. Joan chose to send her children to a private school because she thought the education they would receive there would be of a higher ______ than in the public school.

THINKING DEEPER

Ideas for discussion and writing:

1. Religious teachings play a central role in the way the author and those of her culture treat parents. Do religious teachings play a role in your family life? What other teachings or beliefs influence the parent-child relationships in your culture?
2. Selections 2 and 3 discuss family values of two different cultures. What similarities and differences do you see in the Vietnamese and Indian family values as expressed in these selections? Which values and attitudes from one or both of these cultures do you also share?
3. Discuss how the attitudes toward parents explained in this selection illustrate the Part 1 theme, *Americans in Transition*. For example, religious freedom is a cornerstone of democracy in the United States. Under the law, we are free to worship as we choose or to not worship if we so choose. Even so, people of different religions have not always been tolerant of one another. At the beginning of a new century, how are we dealing with this problem? Do Americans seem more or less tolerant of differing religious views and practices? Does some discrimination still occur? What do you think?
4. Selections 2 and 3 were written in response to the question "How do you deal with your parents as they get older?" Write your own response to this question.

SELECTION
4

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Where do we get names for children?
2. What does a name tell you about a person?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

beckoned (2)	signaled, motioned to
genealogist (11)	one who studies or investigates family history
descent (11)	ancestry, lineage
spawned (14)	produced, gave rise to
shunning (20)	avoiding, keeping away from
coin (21)	to make, devise
Mosque (36)	Islamic place of worship
deluged (45)	overwhelmed
assimilation (58)	absorption of a minority group into a prevailing culture

What's in a Name? Character, Identity, Ethnicity

DEBORAH P. WORK

What do names mean, and how do parents choose names for their children? In this selection the author, a writer from Fort Lauderdale, Florida, answers these questions.

LAFRANCES TROTTER WAS TALKING about how she came to name her daughter. 1

She always knew a child of hers would be given a name that was unique, a name no other child would answer to when the teacher called roll or when a friend **beckoned** on a crowded street. 2

In her mind's eye, she had an image of a child who would be culturally conscious and always aware of her heritage. 3

She turned to some friends from Nigeria, who helped name her baby daughter, Akija. Akija Kalembre. 4

"I've studied African literature, and have always wanted to know more about the culture, the food, and the different celebrations. It seemed only natural that I would give my daughter an African name," says Trotter, who is African American. 5

But the name had to grow on her husband. "I don't like that," he said. 6

To help the name take root in his heart and mind, she left it around the house for him to see, spelled out in block letters on slips of paper. 7

It worked. 8

"I was determined she would have a connection to her African past," says Trotter, who lives in Sunrise, Florida. "It's like a present from her ancestors." 9

Names are important. A parent's gift, they establish identity and place, even if the name is too unusual to be found on a personalized dime-store mug. 10

Dee Cattaneo, a Palm Beach County **genealogist,** says today's parents have all but given up the traditional naming methods of the past. For example, many families of European **descent** named their eldest son after the husband's father. The next son took his maternal grandfather's name, with the same pattern used for girls. The children who followed were given names that belonged to other relatives, so the same names were recycled throughout families over and over. 11

"It would take ten children before a new name popped up," says Cattaneo, a genealogist with Palm Beach Gardens Church of Latter Day Saints. 12

But none of this is true today, she says. "The way parents name their babies has changed drastically over the years. I feel sorry for genealogists 100 years from now. They won't be able to figure anything out." 13

Unlike the sixties, which **spawned** a surge of children named for social and environmental causes, like Harmony and Peace, the trend today is toward names that reflect ethnic roots or economic status, like Maxwell, Winthrop, and, what else, Rich. 14

And while the Bible still remains a popular place for parents of all religions and nationalities to find a name, parents are also borrowing names from their favorite TV characters or simply making them up. 15

Daisy Camacho, who is Puerto Rican, named her son Hector, four, after his father. But her eight-year-old daughter, Christal, was named after the star of a Hispanic soap opera. 16

Camacho, of Coral Springs, Florida, says her mother-in-law didn't like the name at first because she was looking for something more traditionally Hispanic. But once she got hooked on the program, she came to love the name. 17

"Everyone is out for the unusual," Cattaneo says. "We are seeing more and more names that have no connection to family background or history." 18

In African-American communities, for example, parents are coming up with African-sounding names for their babies. Some are authentic, some are not. 19

The trend began during the Civil Rights and black power movements of the sixties, with black Americans choosing African or Islamic names, **shunning** the names given to slaves by European masters. 20

Today, black parents are going one step further: they are using their imaginations to **coin** new names. 21

This practice has been criticized for burdening children with awkward names that are difficult to pronounce, while others see it as positive. 22

Samida Jones, who works with teenage girls through a civic organization, has witnessed firsthand the movement toward non-European names. 23

For every Helen and Sandra, there is a Saqauela and a Verlisha. There is Zandra, Tamiya, Shenika, Zakia, Traveta, and Ashaunte. There is even a Lakrishaw. 24

"I said, boy, times sure have changed. Where are the Marys and Sues?" says Jones, whose own first name has Arabic roots. "Now it seems people just make them up." 25

It's not difficult to understand black parents trying to forge a new cultural identity for their children, Jones says. "The names have been called weird, but they are just weird to people who expect European names." 26

Still, made-up names lose something in the translation, she says. "Parents should consider a name's true meaning, instead of merely trying to be different." 27

Altan Erskin named her baby daughter Jamesha not because she was searching for an identity, her roots, or anything remotely resembling ethnicity. 28

She just likes the name's exotic sound. 29

"I knew I didn't want a plain name like Jane or Susan. And I wasn't trying for anything that sounded African, either," says Erskin, twenty-one. "I just wanted something special. So I made her name up." 30

She liked the sound *mesha,* so she started at the beginning of the alphabet: Amesha, Bamesha, Camesha. 31

"When I hit the letter *J,* I knew that was the one," Erskin says. "It sounded just right." 32

Neither did Joni Sabri have any reservations when she named her two sons. Since her husband Hassan Sabri is Palestinian, she gave her sons Muslim names. 33

"My husband gave me a book of Muslim names, complete with meanings. I liked that they are many generations old; they go way back," says Sabri, who lives with her family in Pompano Beach. 34

Her four-year-old is Ali, "a famous Islamic name, very simple," and the two-year-old is Khalid. 35

And Joni Sabri, raised Catholic but converted to Islam four years ago, is Fatima at home and at the **Mosque.** 36

Muslims are encouraged to give their children certain names, says Hassan Sabri, who has lived in this country for eight years. 37

For example, anything containing the verb *hamad,* which means 'to praise God,' is good. 38

"Mohammed is good for boys, and for girls Hamida is very popular," Hassan Sabri says. 39

One of a child's first rights is to be given a good name, Sabri says. "Islam is a full way of life, and part of that way is naming your child." 40

Genealogist Cattaneo agrees that your name is your birthright, and an important one because it follows you through life. 41

But the quest for the unforgettable name was not popular several generations back, she says. And naming was as much about family as it was about that time in history. 42

"Back then, you didn't want to appear different or ethnic. Immigrants wanted to blend in; you wanted to be a part of where you lived," Cattaneo says. 43

"My husband's parents came over from Italy. They named him Herbert, after Herbert Hoover. But they tucked in an Italian middle name—Mansuetto," she says. "Later on, they decided they didn't like (President) Hoover. So they call him Dick." 44

But today it's not as important to blend into the melting pot. People are looking for individuality. For example, libraries are being **del-** 45

uged with people looking for information to help them prove they have Native-American ancestry, Cattaneo says.

"The number of people tracing a Native heritage has increased since the movie *Dances With Wolves,*" she says. 46

Virginia Osceola, who is a Seminole Indian, named her new baby daughter Courtney. Her nine-year-old daughter Mercedes chose the name after hearing it in a local mall. 47

Osceola's other three youngsters are Tasha Kelly, Jo-Jo Dakota, and Joseph Daniel. 48

Those, however, are their Anglo names, the names they use to attend public school. But they also have Indian names. 49

What are they? 50

"They are only for Indians to know," Osceola says, taken aback that someone would ask. "They are not to be given out." 51

Seminoles are not the only people who present their children with two sets of names, one cultural. 52

In Franklin Tse's household, for example, his daughter Jennifer might answer to Tse Ying Wah, which connotes elegance and gratitude. 53

"At a Chinese gathering, I would use that name," Tse says. "Most parents, if they have hope and vision for their children, give them a name that will have impact. A dress you don't like you can throw away. But names always stick with you." 54

Many American Jews are turning back to traditional Hebrew names like Ari and Rebecca. 55

Rochelle Liederman says there is no trick to naming Jewish babies, that it's really quite basic. 56

"You want to name your first child after a deceased loved one," says Liederman. 57

Rochelle Liederman's experience illustrates how powerful a role **assimilation** plays in naming a child. 58

Is trying to fit in always the answer? Maybe not, she says. 59

Her husband Lee Liederman recalls being in a fistfight every day with public school kids who taunted those attending Hebrew school. 60

"It's difficult to retain your identity when there is prejudice. But it's a hurtful thing to lose your name, knowing most of your family was killed during World War II," he says. "You wonder about who you are, you try to find out." 61

"And that's why I love this movement to identify your roots. Everyone should push their children to name their offspring according to their ethnic background," says Rochelle Liederman. 62

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. European names
   b. African-American names
   [✓ c.] children's names
   d. family histories
2. Which sentence best states the author's central idea?
   a. In the past, parents named children after their ancestors.
   [✓ b.] The trend today is toward names that reflect character, ethnicity, identity.
   c. In the sixties, naming children for social or environmental causes was a popular trend.
   d. Today, black parents coin imaginative new names for their children.
3. The author's primary purpose is to
   [✓ a.] inform readers about trends in naming and what they mean.
   b. persuade readers to choose names for children that reflect their ethnic roots.
   c. entertain readers by mocking parents' weird choices of names.
   d. trace her heritage and the origin of her family name.

Details

4. Parents today choose children's names for all but which one of the following reasons, according to the author?
   a. to express individuality
   b. to honor ancestors
   [✓ c.] to predict the child's future
   d. to reflect character or religious values
5. Of the author's examples below, which one is a made-up name—one that has no cultural or ancestral origins?
   a. Hamida
   [✓ b.] Jamesha
   c. Mary
   d. Rebecca
6. According to the author, which of the following is *not* a popular source for finding a child's name today?
   a. the Bible
   b. TV characters
   c. the imagination
   [✓ d.] family names

7. Which one of the paragraphs listed below is organized by generalization then example?
   [✓ a.] paragraph 11
   b. paragraph 14
   c. paragraph 17
   d. paragraph 44

8. Which one of the paragraphs listed below is organized by comparison/contrast?
   a. paragraph 11
   [✓ b.] paragraph 14
   c. paragraph 17
   d. paragraph 44

Inferences

9. ______ and ______ agree that children have a right to a good name.
   a. Daisy Camacho and Virginia Osceola
   [✓ b.] Genealogist Cattaneo and Joni Sabri
   c. Altan Erskine and Samida Jones
   d. Tse Ying Wah and Rochelle Liederman

10. Cassius Clay, the American prizefighter, was named for Cassius Marcellus Clay (1810–1903), the American abolitionist who was minister to Russia. Clay later changed his name to Mohammad Ali. Using information from the selection, what is the probable meaning of this name?
    a. leader of the people
    b. simple man
    c. African father
    [✓ d.] one who praises God

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

genealogist
assimilation
shunning
beckoned
descent
spawned
deluged
Mosque
coin

1. Recent articles about the possible cloning of human organs in the future have ______ discussions about the ethics of genetic research.

2. The crew on the sailboat ________ to their friends on shore, inviting them to come aboard.
3. Whenever a new technological breakthrough occurs, someone must ________ a word or phrase to describe it.
4. Religious sites such as the reclining buddha or the blue ________ are popular tourist attractions.
5. When walking alone at night, stay on lighted walkways in heavily traveled areas, ________ dark alleys and out-of-the-way places.
6. If you want to trace your family history, a visit to a ________ may help.
7. Immigrants who seek ________ to their adopted cultures will learn the language and take part in the native people's customs and celebrations.
8. Lafrances Trotter named her daughter Akija Kalembre to celebrate her African ________.
9. Celebrities such as popular film stars and famous athletes are ________ with tons of mail and gifts from fans.

THINKING DEEPER

Ideas for discussion and writing:

1. Where do we get names and why do we choose them? Discuss names of people you know that reflect the author's examples: biblical names, family names, made-up names, and so on. What reasons does the author give that motivate people's choice of a name? What additional origins of names or reasons for choosing a name can you think of that the author does not mention?
2. Working with a small group of students, research and discuss the origins and meanings of your names. Two possible sources to consider are a naming dictionary (available in your library's reference section or online) and your parents. Ask them to explain the origin and meaning of your name and their reasons for choosing it. Then share your results with the rest of the class.
3. Discuss how this selection illustrates the Part 1 theme, *Americans in Transition*. For example, the author explains past and present trends in naming children and how these trends reflect their times. What trends in naming have you observed in your

lifetime? What social changes or developments can you forecast for the 21st century and what new trends in naming might occur as a result?

4. As explained in the selection, people have different reasons for naming their children and trends in naming change over time. Write about a name you would choose for a girl or boy and explain the reasons for your choice.

SELECTION
5

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. A *generation* is a group of people born at about the same time. Each generation has certain characteristics that set it apart. To some generations we give names: Baby Boomers, Generation X. Name as many generations as you can. What sets them apart?
2. Each generation leaves its mark on society. Each generation blames its troubles on previous generations. People of one generation may have difficulty communicating with those of another generation. We call this the *generation gap.* The gap was widest in the sixties, a period of great social change. What is the status of the gap today? Do you have trouble communicating with those older or younger than you? Why or why not? Is there also a cultural gap between generations?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

legacy (2) inheritance, heritage, tradition
coup (4) a sudden takeover, as in overthrow of a government
icon (4) the object of great attention and devotion, an enduring symbol
constituency (5) the body of voters represented by an elected official
demographic (5) a designated segment of the population
pivotal (7) vitally important, crucial
senescence (8) old age

The Legacy of Generation Ñ

CHRISTY HAUBEGGER

The author is the president and publisher of Latina *magazine. In this selection from* Newsweek, *the author discusses how the United States is changing in response to the influence of a growing Latino population, which is in the process of closing the cultural gap between Anglos and Latinos.*

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About 20 years ago, some mainstream observers declared the 1980s the "decade of the Hispanic." The Latino population was nearing 15 million! (It's since doubled.) However, our decade was postponed—a managerial oversight, no doubt—and eventually rescheduled for the '90s. What happens to a decade deferred? It earns compounded interest and becomes the next hundred years. The United States of the 21st century will be undeniably ours. Again. 1

It's Manifest *Destino.* After all, Latinos are true Americans, some of the original residents of the *Américas.* Spanish was the first European language spoken on this continent. Which is why we live in places like *Los Angeles, Colorado* and *Florida* rather than The Angels, Colored and Flowered. Now my generation is about to put a Latin stamp on the rest of the culture—and that will ultimately be the Ñ **legacy.** 2

We are not only numerous, we are also growing at a rate seven times that of the general population. Conservative political ads notwithstanding, this growth is driven by natural increase (births over deaths) rather than immigration. At 30, I may be the oldest childless Latina in the United States. More important, however, while our preceding generation felt pressure to assimilate, America has now generously agreed to meet us in the middle. Just as we become more American, America is simultaneously becoming more Latino. 3

This quiet *revolución* can perhaps be traced back to the bloodless **coup** of 1992, when salsa outsold ketchup for the first time. Having toppled the leadership in the condiment category, we set our sights even higher. Fairly soon, there was a congresswoman named Sanchez representing Orange County, a taco-shilling Chihuahua became a national **icon** and now everyone is *loca* for Ricky Martin. 4

We are just getting started. Our geographic concentration and reputation for family values are making us every politician's dream **constituency.** How long can New Hampshire, with just four Electoral College votes—and probably an equal number of Hispanic residents—continue to get so much attention from presidential candidates? Advertisers will also soon be begging for our attention. With a median age of 26 (eight years younger than the general market), Latinos hardly exist outside their coveted 18–34 **demographic.** Remember, we may only be 11 percent of the country, but we buy 16 percent of the lipliner. 5

The media will change as well, especially television, where we now appear to be rapidly approaching extinction. Of the 26 new comedies and dramas appearing this fall on the four major networks, not one has a Latino in a leading role. The Screen Actors Guild released employment 6 statistics for 1998 showing that the percentage of roles going to Hispanic actors actually declined from the previous year. But, pretty soon, the cast of "Friends" will need to find some *amigos.* Seeing as they live in New York City, and there's almost 2 million of us in the metropolitan area, this shouldn't prove too difficult.

7 Face it: this is going to be a bilingual country. Back in 1849, the California Constitution was written in both Spanish and English, and we're headed that way again. If our children speak two languages instead of just one, how can that not be a benefit to us all? The re-Latinization of this country will pay off in other ways as well. I, for one, look forward to that **pivotal** moment in our history when all American men finally know how to dance. Latin music will no longer be found in record stores under FOREIGN and romance will bloom again. Our children will ask us what it was like to dance without a partner.

8 "American food" will mean low-fat enchiladas and hamburgers served with rice and beans. As a result, the American standard of beauty will necessarily expand to include a female size 12, and anorexia will be found only in medical-history books. Finally, just in time for the baby boomers' **senescence,** living with extended family will become hip again. "Simpsons" fans of the next decade will see Grandpa moving back home. We'll all go back to church together.

9 At the dawn of a new millennium, America knows Latinos as entertainers and athletes. But, someday very soon, all American children can dream of growing up to be writers like Sandra Cisneros, astronauts like Ellen Ochoa, or judges like José Cabranes of the Second Circuit Court of Appeals. To put a Latin spin on a famous Anglo phrase: It is truly *mañana* in America. For those of you who don't know it (yet), that word doesn't just mean tomorrow; *mañana* also means morning.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. *Latina* magazine
   b. Spanish language and culture
   [✓ c.] Generation Ñ's legacy
   d. immigration laws
2. Which sentence from the selection states the author's central idea?
   a. "About 20 years ago. . . ." paragraph 1, sentence 1
   b. "The United States. . . ." paragraph 1, last sentence

  c. “After all, Latinos. . . .” paragraph 2, sentence 2
  [✓ d.] “Now my generation. . . .” paragraph 2, last sentence

3. The author’s primary purpose is to
  a. trace the history of Latin American immigration.
  b. entertain readers with interesting facts about Hispanic culture.
  [✓ c.] persuade readers that young Latinos are bringing about great changes in American culture.
  d. inform readers about the cultural contributions of Latino entertainers.

Details

4. Which U.S. city’s name is *not* Spanish in origin?
  a. Colorado
  [✓ b.] New Orleans
  c. Santa Rosa
  d. Los Angeles

5. Demographically speaking, Generation Ñ consists of
  [✓ a.] young adults.
  b. the middle-aged.
  c. early teens.
  d. senior citizens.

6. The author makes all but which one of the following predictions about the 21st-century United States?
  a. Advertisers will beg for Latinos’ attention.
  b. Latinos will have greater representation in the media.
  c. The United States will become a bilingual country.
  [✓ d.] The size of the Latino population will decrease.

7. According to the author, America’s re-Latinization will pay off in all but which one of the following ways?
  [✓ a.] The percentage of voters in national elections will increase.
  b. American men will all know how to dance.
  c. The American standard of beauty will include a female size 12.
  d. We will all go back to church together.

8. What is the author’s dominant organizational pattern?
  a. Sequence: She traces the growth of the Latino population in the United States.
  b. Comparison/contrast: She explains the similarities and differences between the Latino and Anglo cultures.
  [✓ c.] Cause/effect: She explains the effects of Generation Ñ’s legacy.
  d. Definition: She defines what it means to be a Latino.

Inferences

9. When the author says "... the American standard of beauty will necessarily expand to a size 12" she is implying that to Americans size 12 women are _______; whereas, to Latinos a size 12 is _______.
   a. thin, fat
   [✓ b.] too large, just right
   c. too short, too tall
   d. anorexic, obese
10. According to the author, Latinos' "geographic concentration and reputation for family values" make them "every politician's dream." Which of the following reasons best explains why?
   a. Immigrants who have not attained citizenship cannot vote.
   b. Latinos, like everyone else, vote for candidates who serve their interests.
   c. More Latinos are Democrats than Republicans.
   [✓ d.] More and bigger families mean more people, more votes.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

constituency
demographic
senescence
pivotal
legacy
coup
icon

1. The Japanese bombing of Pearl Harbor was a _______ event that changed the course of World War II for the United States.
2. Rosa Parks's refusal to give up her seat on the bus was a _______ for civil rights advocates of the sixties.
3. In their _______, some people turn to plastic surgeons to turn back the clock.
4. Today's candidate must raise enough money to buy the ads that will reach his or her _______.
5. The music we call rock and roll is the _______ of jazz and rhythm and blues musicians who came before.
6. Like Marilyn Monroe and Elvis Presley, Madonna has been called a pop culture _______.
7. Bill Clinton, the first baby boomer president, fits the _______ of those born from 1946 to 1955.

THINKING DEEPER

Ideas for discussion and writing:

1. Read again and discuss paragraph 9. In this paragraph, what assumptions does the author make about Americans in general and about Latinos in particular? Why is it significant that *mañana* also means morning? What can Anglos and Latinos learn from each other?
2. At times the author is serious and at times she seems to be poking good-natured fun at both Anglos and Latinos. Identify specific sentences or paragraphs where the author's seriousness or humor shows. Discuss the reasons for these changes in tone. What do you think the author is telling her readers?
3. Discuss how this selection illustrates the Part 1 theme, *Americans in Transition*. For example, the author explains how Generation Ñ is changing the United States. Do you agree with her predictions and why? In the first paragraph, the author says "The United States of the 21st century will be undeniably ours." What is your reaction to this statement? Discuss your predictions for the future. What cultural and demographic changes do you foresee?
4. Think about your generation's values, traditions, and accomplishments. Then write about a value, tradition, or accomplishment that will be your generation's legacy for the future.

SELECTION
6

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. How many languages do you speak?
2. What is the value of knowing more than one language?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

extolled (1)	praised highly
immersed (5)	deeply involved, absorbed
ironic (5)	contrary to what is expected
scrutiny (7)	close examination
enclaves (8)	distinctly bounded areas enclosed within a larger unit; ethnic neighborhoods within a city
reproach (10)	disapproval, criticism
facility (11)	ease in doing

My Spanish Standoff

GABRIELA KUNTZ

The author, a retired elementary-school teacher, lives in Cape Girardeau, Missouri. In this selection, she explains her reasons for insisting that her children learn English.

ONCE AGAIN MY 17-year-old daughter comes home from a foreign-language fair at her high school and accusingly tells me about the pluses of being able to speak two languages. Speaker after speaker has **extolled** the virtues of becoming fluent in another language. My daughter is frustrated by the fact that I'm bilingual and have purposely declined to teach her to speak Spanish, my native tongue. She is not the only one who has wondered why my children don't speak Spanish. Over the years friends, acquaintances and family have asked me the 1

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same question. Teachers have asked my children. My family, of course, has been more judgmental.

I was born in Lima, Peru, and came to the United States for the first time in the early '50s, when I was 6 years old. At the parochial school my sister and I attended in Hollywood, Calif., there were only three Hispanic families at the time. I don't know when or how I learned English. I guess it was a matter of survival. My teacher spoke no Spanish. Neither did my classmates. All I can say is that at some point I no longer needed to translate. When I spoke in English I thought in English, and when I spoke in Spanish I thought in Spanish. I also learned about peanut-butter-and-jelly sandwiches, Halloween and Girl Scouts. 2

We went to a high school in Burbank. Again, there were few Hispanic students at the time. My sister and I spoke English without an "accent." This pleased my father no end. He would beam with pleasure when teachers, meeting him and my mother for the first time and hearing their labored English, would comment that they had no idea English was not our native tongue. 3

My brother was born in Los Angeles in 1959, and we would speak both English and Spanish to him. When he began to talk, he would point to an object and say its name in both languages. He was, in effect, a walking, talking English-Spanish dictionary. I have often wondered how his English would have turned out, but circumstances beyond our control prevented it. 4

Because of political changes in Peru in the early '60s (my father being a diplomat), we had to return to Peru. Although we had no formal schooling in Spanish, we were able to communicate in the language. I was thankful my parents had insisted that we speak Spanish at home. At first our relatives said that we spoke Spanish with a slight accent. But over time the accent disappeared, and we became **immersed** in the culture, our culture. My brother began his schooling in Peru, and even though he attended a school in which English was taught, he speaks the language with an accent. I find that **ironic** because he was the one born in the United States, and my sister and I are the naturalized citizens. 5

In 1972 I fell in love and married an American who had been living in Peru for a number of years. Our first son was born there, but when he was 6 months old, we came back to the States. My husband was going to get his doctorate at a university in Texas. 6

It was in Texas that, for the first time, I lived in a community with many Hispanics in the United States. I encountered them at the grocery store, the laundry, the mall, church. I also began to see how the Anglos in the community treated them. Of course, I don't mean all, but 7 enough to make me feel uncomfortable. Because I'm dark and have dark eyes and hair, I personally experienced that look, that unspoken and spoken word expressing prejudice. If I entered a department store, one of two things was likely to happen. Either I was ignored, or I was followed closely by the salesperson. The garments I took into the changing room were carefully counted. My check at the grocery store took more **scrutiny** than an Anglo's. My children were complimented on how "clean" they were instead of how cute. Somehow, all Hispanics seemed to be lumped into the category of illegal immigrants, notwithstanding that many Hispanic families have lived for generations in Texas and other Southwestern states.

To be fair, I also noticed that the Latinos lived in their own **enclaves,** attended their own churches, and many of them spoke English with an accent. And with their roots firmly established in the United States, their Spanish was not perfect either. 8

It was the fact that they spoke neither language well and the prejudice I experienced that prompted my husband and me to decide that English, and English only, would be spoken in our house. By this time my second dark-haired, dark-eyed son had been born, and we did not want to take a chance that if I spoke Spanish to them, somehow their English would be compromised. In other words, they would have an accent. I had learned to speak English without one, but I wasn't sure they would. 9

When our eldest daughter was born in 1980, we were living in southeast Missouri. Again, we decided on an English-only policy. If our children were going to live in the United States, then their English should be beyond **reproach.** Of course, by eliminating Spanish we have also eliminated part of their heritage. Am I sorry? About the culture, yes; about the language, no. In the Missouri Legislature, there are bills pending for some sort of English-only law. I recently read an article in a national magazine about the Ozarks where some of the townspeople are concerned about the numbers of Hispanics who have come to work in poultry plants there. It seemed to me that their "concerns" were actually prejudice. There is a definite creeping in of anti-Hispanic sentiment in this country. Even my daughter, yes, the one who is upset over not being bilingual, admits to hearing "Hispanic jokes" said in front of her at school. You see, many don't realize despite her looks, that she's a minority. I want to believe that her flawless English is a contributing factor. 10

Last summer I took my 10-year-old daughter to visit my brother, who is working in Mexico City. She picked up a few phrases and words with the **facility** that only the very young can. I just might teach her Spanish. You see, she is fair with light brown hair and blue eyes. 11

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the difficulty with learning languages
   b. why her children don't speak Spanish
   c. her reasons in favor of bilingual education
   d. the benefits of speaking two languages
2. Which sentence from the selection states the author's central idea?
   a. "Speaker after speaker. . . . " paragraph 1, second sentence
   b. "My daughter is. . . ." paragraph 1, third sentence
   c. "It was the fact that. . . ." paragraph 9, first sentence
   d. "If our children. . . ." paragraph 10, third sentence
3. The author's primary purpose is to
   a. express her opinion on teaching English only at home.
   b. persuade Hispanic parents to teach their children Spanish.
   c. entertain readers with stories about her life in a South American country.
   d. inform readers about the status of bilingual education in the United States.

Details

4. The author was born in
   a. California
   b. Peru
   c. Missouri
   d. Texas
5. In Texas, the author noticed all but which one of the following about Latinos?
   a. They spoke English and Spanish well.
   b. They lived in their own enclaves.
   c. They seemed all to be regarded as illegal immigrants.
   d. They attended their own churches.
6. The author cites all but which one of the following as examples of unspoken prejudice?
   a. Garments she took into the changing room were counted.
   b. Her checks received extra scrutiny from clerks.
   c. She was ignored in department stores.
   d. Being fluent in two languages is seen as a virtue.
7. According to the author, what is one drawback of not teaching her children to speak Spanish?

  a. Her daughter speaks English with no accent.
  b. Part of their heritage has been eliminated.
  c. Speaking English saves her children from prejudice.
  d. People do not realize that her child is a minority.

8. What is the author's dominant organizational pattern?
  a. Sequence: She traces her development from childhood to the present.
  b. Process: She explains a method for teaching students to be bilingual.
  c. Comparison/contrast: She compares living in Peru with living in the United States.
  d. Cause and effect: She explains why she chooses not to teach her children to speak Spanish.

Inferences

9. When the author says in paragraph 10 "There is a definite creeping in of anti-Hispanic sentiment in this country" she means:
  a. People have always shown prejudice toward Hispanics.
  b. There is no prejudice in the United States.
  c. Prejudice toward Hispanics is growing.
  d. Prejudice toward Hispanics in decreasing.

10. The author of this selection and the author of Selection 5 would most likely agree with which of the following statements?
  a. Few Hispanic children encounter prejudice.
  b. Latino culture has little influence in the U.S.
  c. Latino culture and heritage should be preserved.
  d. Hispanic children should be taught English only.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

immersed
reproach
scrutiny
facility
extolled
enclaves
ironic

1. Everyone was amazed by the ______ with which Yvonne picked up a few Spanish phrases on the trip to Mexico sponsored by the Humanities Department.
2. Many instructors have ______ the educational benefits of international travel such as experiencing a culture firsthand and practicing the use of new language skills.

3. At the airport, incoming tourists and their luggage were under the ______ of customs officials, looking for contraband.
4. San Francisco's Chinatown is one of the largest ______ of Asian-Americans in the United States.
5. When Rochelle visited Milan, she ______ herself in that city's culture, language, and history.
6. It seems ______ that some American tourists refuse to "go native," preferring to stay in American hotels and eat American food.
7. When Jane was planning to spend her junior year abroad, her parents helped her find an apartment in a neighborhood that was beyond ______ in terms of safety.

THINKING DEEPER

Ideas for discussion and writing:

1. Is English a requirement for success in the United States? Does being bilingual have advantages? Discuss your views on language as they relate to this selection.
2. The author expresses concern that by eliminating Spanish at home she has eliminated part of her children's heritage. Does learning a second language necessarily rob children of their culture? Discuss whether it is possible for children to learn a new language and still maintain their heritage. What could parents do to reach this goal?
3. Discuss how this selection illustrates the Part 1 theme, *Americans in Transition.* For example, what *is* American culture? Who are today's Americans, and are they different from Americans of the past?
4. What aspect of your culture or history would you like to pass on to your children? What would you tell them about their family background and traditions? Write about one important thing you would like them to know and remember.

SELECTION 7

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you seek in a marriage partner, a career, a place to live and make your home?
2. Are your expectations in these areas the same or different from those of your parents?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

obeisance (2) respectful gesture or attitude
queries (5) questions
ransacked (6) searched thoroughly
mirthless (6) without cheer, unhappy
flippant (9) disrespectful humor or casualness
rhapsodizing (12) expressing oneself in an overly enthusiastic way
compromise (14) a settlement of differences in which each side gives up something
indentured (15) bound into the service of another
vague (17) unclear
paradoxes (18) unexplainable or contradictory aspects

The Good Daughter

CAROLINE HWANG

Caroline Hwang, an author at Redbook *magazine, is also working on a novel. In this selection she discusses how her dreams and plans for the future differ from those of her parents.*

THE MOMENT I WALKED into the dry-cleaning store, I knew the 1
woman behind the counter was from Korea, like my parents. To show her that we shared a heritage, and possibly get a fellow country-

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man's discount, I tilted my head forward, in shy imitation of a traditional bow.

"Name?" she asked, not noticing my attempted **obeisance.** 2

"Hwang," I answered. 3

"Hwang?" Are you Chinese?" 4

Her question caught me off-guard. I was used to hearing such **queries** from non-Asians who think all Asians all look alike, but never from one of my own people. Of course, the only Koreans I knew were my parents and their friends, people who've never asked me where I came from, since they knew better than I. 5

I **ransacked** my mind for the Korean words that would tell her who I was. It's always struck me as funny (in a **mirthless** sort of way) that I can more readily say "I am Korean" in Spanish, German and even Latin than I can in the language of my ancestry. In the end, I told her in English. 6

The dry-cleaning woman squinted as though trying to see past the glare of my strangeness, repeating my surname under her breath. "Oh, *Fxuang,*" she said, doubling over with laughter. "You don't know how to speak your name." 7

I flinched. Perhaps I was particularly sensitive at the time, having just dropped out of graduate school. I had torn up my map for the future, the one that said not only where I was going but who I was. My sense of identity was already disintegrating. 8

When I got home, I called my parents to ask why they had never bothered to correct me. "Big deal," my mother said, sounding more **flippant** than I knew she intended. (Like many people who learn English in a classroom, she uses idioms that don't always fit the occasion.) "So what if you can't pronounce your name? You are American," she said. 9

Though I didn't challenge her explanation, it left me unsatisfied. The fact is, my cultural identity is hardly that clear-cut. 10

My parents immigrated to this country 30 years ago, two years before I was born. They told me often, while I was growing up, that, if I wanted to, I could be president someday, that here my grasp would be as long as my reach. 11

To ensure that I reaped all the advantages of this country, my parents saw to it that I became fully assimilated. So, like any American of my generation, I whiled away my youth strolling malls and talking on the phone, **rhapsodizing** over Andrew McCarthy's blue eyes or analyzing the meaning of a certain upper-classman's offer of a ride to the Homecoming football game. 12

To my parents, I am all American, and the sacrifices they made in leaving Korea—including my mispronounced name—pale in 13 comparison to the opportunities those sacrifices gave me. They do not see that I straddle two cultures, nor that I feel displaced in the only country I know. I identify with Americans, but Americans do not identify with me. I've never known what it's like to belong to a community—neither one at large, nor of an extended family. I know more about Europe than the continent my ancestors unmistakably come from. I sometimes wonder, as I did that day in the dry cleaner's, if I would be a happier person had my parents stayed in Korea.

I first began to consider this thought around the time I decided to go to graduate school. It had been a **compromise:** my parents wanted me to go to law school; I wanted to skip the starched-collar track and be a writer—the hungrier the better. But after 20-some years of following their wishes and meeting all of their expectations, I couldn't bring myself to disobey or disappoint. A writing career is riskier than the law, I remember thinking. If I'm a failure and my life is a washout, then what does that make my parents' lives? 14

I know that many of my friends had to choose between pleasing their parents and being true to themselves. But for the children of immigrants, the choice seems more complicated, a happy outcome impossible. By making the biggest move of their lives for me, my parents **indentured** me to the largest debt imaginable—I owe them the fulfillment of their hopes for me. 15

It tore me up inside to suppress my dream, but I went to school for a Ph.D. in English literature, thinking I had found the perfect compromise. I would be able to write at least about books while pursuing a graduate degree. Predictably, it didn't work out. How could I labor for five years in a program I had no passion for? When I finally left school, my parents were disappointed, but since it wasn't what they wanted me to do, they weren't devastated. I, on the other hand, felt I was staring at the bottom of the abyss. I had seen the flaw in my life of halfwayness, in my planned life of compromises. 16

I hadn't thought about my love life, but I had a **vague** plan to make concessions there, too. Though they raised me as an American, my parents expect me to marry someone Korean and give them grandchildren who look like them. This didn't seem like such a huge request when I was 14, but now I don't know what I'm going to do. I've never been in love with someone I dated, or dated someone I loved. (Since I can't bring myself even to entertain the thought of marrying the non-Korean men I'm attracted to, I've been dating only those I know I can stay clearheaded about.) And as I near that age when the question of marriage stalks every relationship, I can't help but wonder if my parents' expectations are responsible for the lack of passion in my life. 17

My parents didn't want their daughter to be Korean, but they don't want her fully American, either. Children of immigrants are living **paradoxes.** We are the first generation and the last. We are in this country for its opportunities, yet filial duty binds us. When my parents boarded the plane, they knew they were embarking on a rough trip. I don't think they imagined the rocks in the path of their daughter who can't even pronounce her own name. 18

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the difficulty of being a good daughter
   b. Koreans' and Americans' cultural differences
   c. problems of adjustment for immigrants
   d. family values in the Korean community
2. What is the author's central idea?
   a. Children are happiest when they choose a career that their parents approve.
   b. Having to choose between your parents' dreams and your own makes being a good daughter difficult.
   c. Children of immigrants feel displaced because they have roots in two cultures.
   d. To reap the advantages of living in the United States, immigrant children must become fully assimilated.
3. The author's primary purpose is to
   a. entertain readers with a story about a Korean family.
   b. inform readers about aspects of Korean culture.
   c. persuade readers to follow the wishes of their parents.
   d. explain why it is hard to be a good daughter.

Details

4. Among Koreans, the traditional gesture of respect is to
   a. shake hands.
   b. smile.
   c. bow.
   d. make a fist.
5. The author says that she speaks all but which one of the following languages?
   a. German
   b. Spanish

   c. Chinese
   d. English
6. It was the author's dream to become
   a. a writer.
   b. a lawyer.
   c. the owner of a dry cleaning business.
   d. a Ph.D. in English literature.
7. The author says her cultural identity is not clear cut for all but which one of the following reasons?
   a. She knows more about Europe than the country her ancestors came from.
   b. Her parents saw to it that she became fully assimilated.
   c. She has been able to maintain her Korean culture and language.
   d. She was born in the United States, but her parents were born in Korea.
8. The last paragraph is organized by
   a. definition.
   b. contrast.
   c. process.
   d. sequence.

Inferences

9. In what way has the author been "the good daughter" as the title suggests?
   a. She has done whatever her parents wanted without any self-examination.
   b. She has tried to live up to her parents' expectations, but it has not been easy.
   c. She has followed her own path, without considering her parents' wishes.
   d. She has sought counseling from people outside her family.
10. The author's statement from paragraph 16 "I had seen the flaw in my life of halfwayness, in my planned life of compromises" probably means:
    a. Immigrant children will never be satisfied.
    b. Her parents should not have left Korea.
    c. She should have chosen the career her parents wanted.
    d. To find happiness, she must be true to herself.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

rhapsodizing
compromise
indentured
obeisance
mirthless
paradoxes
ransacked
queries
vague

1. Although the moon is clear and bright at night, in daylight it is only a _______ shadow of itself.
2. To bow or curtsy before the Queen of England is an act of _______.
3. Robbers _______ the house, looking for jewels or any items of value.
4. Although our guest speaker cannot stay to answer questions, the committee members will remain as long as necessary to field your _______.
5. After all your _______ about this restaurant, I certainly hope the food is as good as you say.
6. Since we each want to go to a different movie, let's _______ by seeing one of them tonight and the other next week.
7. Why some parents drink and smoke in the home yet insist that their children abstain from these habits is one of life's _______.
8. Having to fire employees because their jobs have been eliminated is a _______ task.
9. His many acts of kindness _______ me to do the same.

THINKING DEEPER

Ideas for discussion and writing:

1. The author says she is torn between her parents' dreams and her own. Do you identify with this dilemma? How do you compromise between your parents' wishes and your own?
2. In paragraph 13 the author says "I identify with Americans but Americans do not identify with me." What is your reaction to this statement? What do you think the author means?
3. Discuss how this selection illustrates the Part 1 theme, *Americans in Transition.* One of our long-standing American values is that

children should be free to choose their own mates, careers, and lifestyles. But immigrant parents from some cultures do not embrace this value, believing instead that parents should make these choices for their children. Thus conflicts result when children of immigrants, though still respectful of their parents' wishes and torn between parents' desires and their own, demand more freedom of choice as an American right. What resolution do you see to these differences? In the future, do you see parents becoming more or less involved in their adult children's lives and choices?

4. This selection begins with an anecdote (brief story) that illustrates how the author learned something important about herself: she did not know how to pronounce her name. Write about an incident in your past that taught you something important about yourself.

SELECTION
8

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Where are you from?
2. Alex Haley is the author of *Roots,* a book about his African ancestry. What are "roots?" What are *your* roots?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

countered (1) responded
perky (1) cheerful and self-confident
intimate (4) personal, familiar
impostor (4) one who uses a false name or identity to deceive
garish (9) gaudy, loud, glaring, flashy
expectantly (14) eagerly anticipating, looking forward to

No Place Like Home

JENNIFER J. CRISPIN

Jennifer J. Crispin is an author who lives near Ramstein Air Base in Germany. In this selection, she explains how a simple question "where are you from" can have a complex answer.

WHERE ARE YOU from?” My new co-worker asked. I loaded her brand-new, brand-name suitcase into the dark-blue air force van. “Where are *you* from?” I **countered** as I unlocked the passenger door for her. “Florida.” She smiled brightly. The new enlistee was a tiny, cute blonde with a brand-new, brand-name suitcase and a hometown. Cute and tiny didn’t bother me. Blonde and **perky** I could live with. What really made me jealous was that she knew where she was from. 1

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"Are you excited to be here in Italy?" I asked as we headed for the snack bar on base. This was her first air force assignment, and, as her sponsor, I had to make sure she ate before I dropped her off at the dormitory. "Yeah," she said, bouncing a little in her seat like the teenager she was. "You didn't answer my question. Where are you from?" 2

I know where my roots are. My mom and dad were both born in the same South Jersey county. Mom "helped" Dad with his high-school algebra homework. (She did it for him.) Unfortunately for them, her mom was their algebra teacher. That sort of thing happens when you're from somewhere. Though my mother lives in California with her husband, she knows she's from New Jersey. My father and his wife live in Las Vegas now, but he, too, knows he's from New Jersey. 3

I've spent a total of three years in New Jersey. I can't say I'm from there, because that would imply an **intimate** knowledge of the area. Someone else from New Jersey would know right away I'm an **impostor.** 4

Usually when I explain this, people give me a funny look and ask, "Where were you born?" They insist that wherever you were born is where you're from. I feel trapped, like they want to push me into a corner. I'm not from the state where I was born. Dad joined the air force after he left college. He was in technical school at Keesler Air Force Base in Mississippi when I was born. We lived in Mississippi for a few more months, then Dad got an assignment to Florida. My brother was born in Florida, but he's not from Florida any more than I'm from Mississippi. 5

We moved to bases in Nevada and California. Then Dad changed air force jobs, and we went overseas. We lived in Greece and Portugal. Whenever we moved, Dad would send us to live with his mother in New Jersey until he got settled. The kids didn't like me because I wasn't from there. Adults always said, "She's lived in Greece and Portugal. You should be impressed." Kids don't take well to adults' telling them they should be impressed. The kids reminded me that I wasn't from New Jersey. Just like I wasn't from Greece or Portugal. 6

When I was 11, we moved to Rhein-Main Air Base in Germany. I was a part of history there. The air force dedicated our school to two pilot heroes of the Berlin airlift, and my band class played at the ceremony. I felt connected to Germany. But there were American kids who were born there, who had been going to Halvorsen-Tunner school their whole lives. They knew I wasn't from Germany. 7

Three years after arriving at Rhein-Main, we moved again, against my very loud protests. I would hate Italy, I promised with every fiber of my 14-year-old being. I would not like anything about it. 8

Italy lived up to my grim expectations, at first. Vicenza High School depressed me, with its dimly lit hallways and **garish** red lockers. As I despaired of ever making a true friend, Heather came into my life. Heather was as rootless as I. She made it her mission to be my friend. She worked backstage in plays I acted in and always talked to me in computer class, even when I was rude and mean. I couldn't help being friends with her. We're still best friends, and Vicenza is our history. It's as close as we can get to a place we're from. Although I didn't like Vicenza at first, I grew to love it. But there are always people who have lived there longer. Vicenza belongs to them. I can't really say I'm from Vicenza. 9

Heather and I came up with an answer for people who asked, "Where are you from?" Our addresses in Italy ended with APO NY because all the mail was processed through New York. We thought we finally had a clever way to respond. We could say we were from Apo, N.Y. 10

Not for long, though. The military postal system changed the addresses. The final line for Europe now reads APO AE for Area Europe. Well, I can't say I'm from APO AE because that's not the address I had growing up. Stumped again. 11

When I joined the air force at 18, my dad was stationed in Los Angeles. According to the government, your hometown is wherever you enlist. So for the $5^1/_2$ years I served, my records said I was from Los Angeles. I had lived in Los Angeles for about eight months, but for official purposes, it was my hometown. 12

The government sent me to South Korea for a year and the Azores for 15 months. My next assignment was Aviano Air Base in Italy. I was returning to the country that felt most like home. I worked with a talented air force news producer who loved Italy as much as I did. We got married a year and a half after we met. John is from Iowa. He went to school two blocks from his home. His family has been there so long that they're included in town-history books. When his folks asked me where I was from, I didn't have an answer. 13

Just like I didn't have an answer for my air force co-worker. Her bright face waited **expectantly** for an answer. I had to make up something on the spot because I didn't want to go through the speech again. "I'm not from anywhere," I said. 14

I'm not from anywhere. But that's as much a part of my identity as a hometown is for other people. I am a person who is not from anywhere, and after 26 years of mumbling, I can finally admit it with pride. I am from nowhere, and I am from everywhere. That's the way I like it. 15

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. historical places
   b. military life
   c. benefits of travel
   d. the meaning of home
2. Which one of the following sentences states the author's central idea?
   a. "What really made. . . ." paragraph 1, last sentence
   b. "I know where. . . ." paragraph 3, first sentence
   c. "According to the. . . ." paragraph 12, second sentence
   d. "I am a person who. . . " paragraph 15, third sentence
3. The author's primary purpose is to
   a. persuade readers that home is where you were born.
   b. explain what home means to her.
   c. entertain readers with anecdotes about military life.
   d. inform readers of the benefits of travel.

Details

4. The author has lived in all but which one of the following countries?
   a. Italy.
   b. Greece.
   c. Australia.
   d. Portugal.
5. Where was the author born?
   a. Mississippi
   b. New Jersey
   c. Nevada
   d. California
6. According to the author, the government says that home is
   a. the place of your birth.
   b. wherever you enlist.
   c. your primary residence.
   d. where you are stationed.
7. The place that felt most like home was
   a. the United States
   b. Germany
   c. Italy
   d. South Korea

8. Of the patterns listed below, which is the author's dominant pattern?
   a. Process: She explains the steps she followed in tracing her ancestry.
   b. Comparison: She explains the advantages and disadvantages of places she has lived.
   c. Definition: She defines what "home" or "being from somewhere" means to her.
   d. Sequence: She traces the events of her life in the air force.

Inferences

9. The author would probably agree that a place truly belongs to
   a. those whose parents or relatives live there.
   b. the people who were born there.
   c. anyone who declares residence there.
   d. those who have lived there the longest.
10. The author would most likely agree with which one of the following sayings?
    a. A rolling stone gathers no moss.
    b. Home is where the heart is.
    c. Everyone is from somewhere.
    d. There's no place like home.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

expectantly impostor garish
countered intimate perky

1. Have you ever heard of The Great ________, a man who used disguise to assume several identities?
2. Ask Mary Jo for the names of some good restaurants in Boston because she has ________ knowledge of that city.
3. At our first sight of Las Vegas, we reeled at the dazzling lights and ________ casinos.
4. The students who knew they had done well waited ________ for their midterm exams to be returned.
5. Those who are happy and self-confident may not like being called ________ even though the description fits.
6. When someone asked Clark his age, he ________ with "old enough."

THINKING DEEPER

Ideas for discussion and writing:

1. Discuss the meaning of this sentence: "Where are you from?" How many meanings of "home" or "being from somewhere" can you find in the selection? How would you be most likely to answer the question "Where are you from?"
2. The author says in paragraph 3 "I know where my roots are." In paragraph 15 she says "I'm not from anywhere." Discuss the author's meaning in these two statements. How can she know where her roots are but not know where she's from?
3. Discuss how this selection illustrates the Part 1 theme, *Americans in Transition.* For example, is the growing number of people from different cultural, ethnic, and national groups in the United States changing our ideas of who we are and where we are from? How does Americans' tendency to move from town to town, job to job affect the idea of "home" or a "hometown?" What effects do divorce, remarriage, or single parenthood—characteristics of our times—have on a person's identity or sense of place?
4. Think about your roots, where you were born, and all the places you have lived. Then write your definition of "home."

SELECTION
9

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Speaking from your own experience, are boys and girls treated differently in school?
2. Do you think that men and women are best suited to certain activities or occupations? Which ones? Why?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

plummet (1)	to decline suddenly or steeply, plunge
rambunctious (2)	boisterous and disorderly; noisy and undisciplined
mired (4)	stuck, entangled, trapped
spate (6)	a sudden flood, rush, or outpouring
rash (8)	outbreak of events within a brief time
rhetoric (10)	pretentious, insincere, intellectually vacant language
scoffs (10)	ridicules, mocks
inclusiveness (11)	taking in all or everything in its scope
advocates (13)	supporters of a cause

Beyond the Gender Myths

MARGOT HORNBLOWER

In this selection from Time, *the author questions whether boys and girls have special needs and suggests a different focus for today's parents and educators.*

1 GIRLS TODAY ARE in trouble. They lose confidence in early adolescence. Their grades **plummet,** and, following sexual stereotypes, their interest in math and science flags. They are plagued by eating disorders, suffer depression, get pregnant, attempt suicide. And it all

makes headlines, spawns research projects and prompts calls for single-sex education.

Boys today are in trouble too. They are locked into rigid classroom routines before they are ready; their **rambunctious** behavior, once thought normal, is now labeled pathological, with such diagnoses as attention-deficit disorder and hyperactivity. They lose self-esteem and lag behind girls in reading and writing—erupting in violent behavior, killing themselves more often than girls. It all makes headlines, spawns research projects and prompts calls for remedial measures. 2

What's a parent to think? 3

Mired in the sociology, education theory and hype surrounding "gender equity," we sometimes overlook the common humanity of children: what they share and how they differ, regardless of gender. "The focus on girls has translated into the notion that somehow if you help girls, you hurt boys," says Susan Bailey, executive director of the Wellesley Centers for Women. "People want a quick fix, but there is no one-size-fits-all solution for either girls or boys." 4

It was Bailey's 1992 report, *How Schools Shortchange Girls,* that sparked a national hand-wringing epidemic over the plight of adolescent girls—especially their loss of interest in math and science. Financed by the American Association of University Women, the report surveyed a decade of research and concluded that teachers paid less attention to girls than boys, that textbooks reinforced sexual stereotypes and that college-entrance tests favored boys. A year later, another study documented widespread sexual harassment in schools. 5

A **spate** of books such as Peggy Orenstein's *Schoolgirls: Young Women, Self-Esteem and the Confidence Gap* and Mary Pipher's *Reviving Ophelia,* which spent nearly three years on best-seller lists, triggered a surge of creative solutions. A corporate-sponsored program, Take Our Daughters to Work Day, spread across the U.S. in an effort to encourage girls to examine varied careers. In Lincoln, Neb., teacher Jane Edwards partners with a local architectural firm to challenge high school girls to use technology, math and science to solve design problems. In Aurora, Colo., middle school teacher Pam Schmidt has created Eocene Park, a paleontology field school that encourages girls to explore this traditionally male-dominated science. 6

More controversial has been a renewed interest in segregation. Enrollment in private and religious schools for girls rose more than 15% between 1991 and 1997. New girls' schools were founded, including the public Young Women's Leadership Academy in New York City's 7

Harlem, which is currently under challenge as unconstitutional in a complaint lodged with the U.S. Department of Education. In California, Massachusetts, Virginia, Nebraska and Oklahoma, local school districts began experimenting with single-sex classrooms.

Predictably, the renewed attention to girls has sparked a backlash. 8 Parents are demanding that their sons be included in Take Our Daughters to Work Day. A surge of new books, such as Michael Gurian's *A Fine Young Man* and William Pollack's *Real Boys,* focuses on boys' emotional crises and academic problems in reading and writing. Researchers are exploring not just sexual harassment of girls but bullying and teasing of boys. A **rash** of school shootings by boys has brought calls to cut back on violent video games and provide more in-school counseling. And parents are objecting to certain excesses: "Is it really fair," wrote Kathleen Parker, a columnist for the Orlando *Sentinel,* "that one of [my son's] feminist teachers refuses even to use male pronouns, referring to all students as 'shes' and all work as 'hers'?"

Pollack, a clinical psychologist who teaches at Harvard Medical 9 School, says most schools are failing boys by forcing them into an "educational straitjacket." Elementary schools lack male teachers, "sending a message to boys that learning is primarily for girls." Young boys, he claims, learn at different tempos, and perhaps the cutoff birth month for starting school should be later for boys than for girls. Once there, boys should be allowed to move around more, taking short recesses when they are restless. They should be able to use computers rather than be forced to write by hand before their small-motor skills are developed. Noting that boys constitute 71% of school suspensions and are less likely to go to college than girls (58% vs. 67%), he says, "Boys' self-esteem as learners is more at risk than that of girls."

Are things as bad as some say? Or has the emotionally charged 10 **rhetoric** used by gender-equity theorists overstated the problem? A report last March found no evidence that girls improve their academic performance or their emotional health in single-sex settings. What helps girls is what helps boys: smaller classes, a demanding curriculum and encouragement regardless of gender. In the past decade, the gender gap for math and science, such as it was, has narrowed to the point of statistical irrelevance. Overall, males have somewhat higher standardized math and science test scores, while females have slightly higher school grades. Girls and boys are taking about the same math and science courses in high school, but boys are more likely to take advanced-placement courses in chemistry and physics. Girls are slightly more likely to take AP biology. Patricia Campbell, an education researcher in Groton, Mass., **scoffs** at the notion of "opposite" sexes with different learning styles. "When you just know somebody's gender, you don't know anything about their academic skills or interests," she says. "The stereotypes of girls being collaborative and boys competitive, of girls being into relationships and boys into numbers—that's laughable."

Campbell researched the techniques of math and science teachers in three states and found that those who were successful with both boys and girls shared common traits: 11

- They allowed no disrespect: teachers did not put down students, and students did not make fun of one another.
- They used more than one instruction method—lectures, small-group work, diagrams, peer tutoring—so that kids who learn better with one strategy rather than another were not left behind.
- They divided their attention equally among students, refusing to let a small group monopolize discussion. "Research shows that unless specific action is taken, four to seven people tend to dominate any group," she says. "In a coed class, more of the attention getters may be boys, but a lot of boys, as well as girls, are left out. A single-sex class does not change the pattern—only deliberate **inclusiveness** works for everyone.

Gurian, a Spokane, Wash., therapist who has written two books on boys, notes that four adolescent males drop out of school for every one adolescent female. Among his prescriptions for helping our sons: provide them with mentors; provide twice as much emotional nurturing—spending time with them, developing family rituals, giving them new freedoms and responsibilities; restrict TV, video games and movies. Strikingly, these recommendations are precisely what our daughters need too. 12

Where boys' and girls' **advocates** generally agree is on the destructive nature of gender stereotyping. If girls are urged to catch up in math and join ice-hockey teams, boys should be encouraged to write poetry and take dance classes without being labeled sissies. Parents can enhance gender-neutral self-esteem by suggesting that a daughter help fix a leaky pipe—or a son whip up an omelet. "A little girl who says she wants to be a doctor gets a lot of support," says Bailey, whose Wellesley Centers are devoting their next gender-equity conference to 13 boys. "But if a boy talks about wanting to be a nurse, the reaction is that it doesn't fit a masculine image. Parents and teachers need to foster an environment where sexual stereotypes don't shape education."

If that ever happens, headline writers and social scientists can stop arguing about which sex is least favored, and teachers can concentrate on paying more nuanced attention to our children as individuals, for that is what they are. 14

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. education
    b. equal rights
    c. gender myths
    d. raising children
2. Which of the following statements best expresses the author's central idea?
    a. Boys and girls today are in trouble because of gender stereotyping.
    b. Educators have shown a renewed interest in segregation of boys and girls.
    c. Sociologists and others overlook the common humanity of children.
    d. A backlash has resulted from a renewed attention to girls.
3. The author's primary purpose is to
    a. inform readers of the various gender myths.
    b. entertain readers by exposing some of the mistakes researchers have made.
    c. explain how educators meet the needs of children.
    d. persuade readers that children should be treated as individuals.

Details

4. During early adolescence, girls are in trouble for all but which one of the following reasons, according to the author?
    a. They lose confidence in themselves.
    b. They are prone to violence and hyperactivity.
    c. Their interest in math and science flags.
    d. Their grades plummet.

5. Boys are in trouble for all but which one of the following reasons, according to the author?
   a. They lag behind girls in reading and writing.
   b. Their rambunctious behavior is labeled pathological.
   c. They are locked into rigid classroom routines before they are ready.
   d. They are plagued by eating disorders and suffer from depression.
6. Boys' and girls' advocates agree on which one of the following?
   a. Parents cannot enhance self-esteem.
   b. Gender stereotyping is destructive.
   c. Stereotypes should shape education.
   d. Nursing does not fit a masculine image.
7. According to the author, boys and girls are helped by all but which one of the following?
   a. encouragement regardless of gender
   b. segregated schools and classrooms
   c. smaller classes
   d. a demanding curriculum
8. What is the author's dominant pattern in this selection?
   a. The author explains a *process* for eliminating gender stereotyping.
   b. The term "gender myth" is *defined.*
   c. Theories about boys' and girls' characteristics and behaviors are *compared.*
   d. Students are *classified* by gender.

Inferences

9. Patricia Campbell, who scoffs at the notion of opposite-sex learning styles, would be most likely to support a classroom in which
   a. children's interests are encouraged regardless of gender.
   b. children are all of the same sex.
   c. the teacher calls on only those who volunteer.
   d. small-group work is the only instructional method being used.
10. With which one of the following statements do you think that the author would be most likely to agree?
    a. Boys will be boys.
    b. A woman needs a man like a fish needs a bicycle.
    c. Boys and girls are children first.
    d. Sugar and spice, that's what girls are made of.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

inclusiveness rhetoric scoffs mired
rambunctious advocates plummet spate rash

1. I'd like to go to the party tonight, but I'm _______ so deep in assignments that I have to get some studying done.
2. Medora liked the _______ of the student government organization, which encouraged all students to participate.
3. After watching his grades _______, Al decided to buckle down and crack the books.
4. Voters are tired of politicians' _______ and wish candidates would speak honestly and directly.
5. We've had a _______ of rain this week that has caused flooding in some areas.
6. _______ of free speech resist all attempts at censorship, whether of books, movies, or the Internet.
7. My friend who does not believe I am serious about losing weight _______ at my attempts to diet and exercise.
8. Police in my neighborhood have cracked down on speeders, following a _______ of accidents during the last two weeks.
9. Some children who are normally _______, may be mistakenly labeled hyperactive.

THINKING DEEPER

Ideas for discussion and writing:

1. Identify and discuss the gender myths that this author thinks we should get beyond. What are these myths, and what evidence of gender stereotyping have you seen either in your early school years or in the present?
2. In paragraph 11, the author lists Campbell's traits that successful teachers share. Discuss these traits. Do they seem characteristic of the good teachers you have known? What examples or instances can you cite that illustrate the opposite behaviors? What additional traits or techniques can you think of that would

help teachers encourage the best in every student, regardless of gender?

3. Discuss how this selection illustrates the Part 1 theme of *Americans in Transition.* For example, do you think that the gender myths explained in this selection will continue to influence the way boys and girls are treated in school? Do you expect sexual stereotyping to continue, or do you think we are more likely to treat children as individuals as the 21st century develops? As a parent how do, or will, you want your boy or girl to be treated in school? What opportunities do you hope are available to him or her?
4. As a child in school, were you usually treated as an individual or were certain skills or behaviors expected of you because of your gender? Were you ever encouraged to pursue or not to pursue a certain interest or activity because of your gender? Write about a time in your life when gender either did or did not hinder you from doing what you wanted to do.

SELECTION
10

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know, or have read, about Martin Luther King, Jr.?
2. What do you know, or have read, about the civil rights movement of the 1950s and 1960s?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

seared (1) scorched, burned
manacles (2) handcuffs
languishing (2) neglected or unattended, existing in miserable conditions
defaulted (4) failed to fulfill an obligation
sweltering (5) oppressively hot
tranquility (5) calmness, serenity
ghetto (7) section of a city occupied by a minority group, often because of economic or social pressure
hew (19) cut, carve out
prodigious (21) great in size or force

I Have a Dream

MARTIN LUTHER KING, JR.

Martin Luther King, Jr., was a minister and leader of the civil rights movement during the 1950s and 1960s. A martyr for his cause, King was assassinated on April 4, 1968, at the age of 39. The following selection is a speech King delivered on the occasion of the march on Washington, D.C., August 28, 1963. This appeal for racial justice and equality still inspires readers.

FIVE SCORE YEARS AGO, a great American, in whose symbolic shadow 1
we stand, signed the Emancipation Proclamation. This momentous

decree came as a great beacon light of hope to millions of Negro slaves who had been **seared** in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the **manacles** of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still **languishing** in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition. 2

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. 3

It is obvious today that America has **defaulted** on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of *now*. This is no time to engage in the luxury of cooling off or to take the tranquilizing drugs of gradualism. *Now* is the time to make real the promises of Democracy. *Now* is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. *Now* is the time to open the doors of opportunity to all of God's children. *Now* is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. 4

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This **sweltering** summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality; 1963 is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor **tranquility** in America until the Negro is granted his citizenship rights. 5

The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone. 6

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller **ghetto** to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream. 7

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. 8

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. 9

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream. 10

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." 11

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. 12

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. 13

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. 14

I have a dream today. 15

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. 16

I have a dream today. 17

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.[1] 18

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. 19

This will be the day when all of God's children will be able to sing with new meaning 20

My country, 'tis of thee,
Sweet land of liberty,
  Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride,
From every mountainside,
  Let freedom ring.

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[1] This paragraph paraphrases Isaiah 40:4–5.

So let freedom ring from the **prodigious** hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous peaks of California. 21

But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. 22

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!" 23

COMPREHENSION CHECK

Purpose and Main Idea

1. The author's topic is
   a. racial justice.
   b. freedom.
   c. democracy.
   d. segregation.
2. The central idea of this selection is stated in
   a. paragraph 1, first sentence: "Five score years. . . ."
   b. paragraph 2, first sentence: "But one hundred. . . ."
   c. paragraph 4, eighth sentence: "Now is the time to rise. . . ."
   d. paragraph 10, first sentence: "I say to you. . . ."
3. The author's *primary* purpose is to
   a. inform us that a problem exists.
   b. entertain us with his dreams for the future.
   c. express his anger and indignation.
   d. persuade us to put an end to racial injustice.

Details

4. Who is the "great American" referred to in paragraph 1?
   a. George Washington
   b. Abraham Lincoln
   c. Thomas Jefferson
   d. Alexander Hamilton

5. According to King, blacks were not free because of
    a. their inalienable rights.
    b. a constitutional amendment.
    c. segregation and discrimination.
    d. the Emancipation Proclamation.
6. In paragraph 6, King cautions his followers to avoid
    a. violence.
    b. peaceful demonstration.
    c. protest.
    d. all white people.
7. In paragraph 5, the author's pattern is
    a. comparison and contrast.
    b. cause and effect.
    c. generalization then example
    d. definition
8. In paragraphs 10–18, the author's pattern is
    a. comparison and contrast.
    b. cause and effect.
    c. generalization then example
    d. definition

Inferences

9. King's meaning in paragraph 5, first sentence is:
    a. The need for justice is not urgent.
    b. Blacks are not determined.
    c. The summer of revolt is now over.
    d. The fight for citizenship rights will continue.
10. In paragraph 7 "The Negro's basic mobility is from a smaller ghetto to a larger one" means that blacks at that time
    a. had economic opportunity.
    b. did not want to leave their neighborhoods.
    c. lacked freedom of mobility.
    d. prefered larger neighborhoods.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

tranquility
languishing
sweltering
prodigious
defaulted
manacles
seared
ghetto
hew

1. The prisoner was brought in ______ to the jail.
2. The student's books lay ______ in the corner, covered with dust from disuse.
3. Leaders of all races have said that education is the way out of the ______ and the key to economic and social mobility.
4. Looking out our window, we watched rain clouds form over the ______ hills beyond.
5. On a ______ summer day, it is a good idea to stay in the shade.
6. Because of having ______ on a loan, Chris's credit was ruined.
7. Before putting the roast in the oven, Grandma ______ it on all sides to seal in the juices.
8. A crater on the moon is called The Sea of ______, probably because it looks so calm.
9. One who is accomplished at woodworking is able to ______ out of a block of wood an object of great beauty.

THINKING DEEPER

Ideas for discussion and writing:

1. King's speech enumerates the "promises of democracy," the cherished freedoms that are the rights of citizenship in the United States. Study the selection to find where these rights and freedoms are stated. Then discuss their importance, how they affect your life, and what life would be like without them.
2. Working with a partner or small group, go to your college's library or media center and watch a film of King's speech, which may be available on video or through the Internet. As you listen to the speech, pay attention to King's delivery: his emphasis on certain words and phrases. Notice too how the speech is organized. After listening, discuss the speech and its effect on you. Which parts seemed particularly moving or meaningful and why? What did you notice about the speech after hearing it that you had not noticed while reading it? Discuss your thoughts about the organization and effectiveness of the speech with the rest of the class.
3. Discuss how this selection illustrates the Part 1 theme *Americans in Transition*. First, read again and discuss paragraphs 10–18. How far have we come since King gave his speech in 1963? What parts of his dream have come to pass? What parts have yet to be realized?
4. Think about all the rights and freedoms Americans enjoy. Then write about your most cherished right or freedom.

Rumblings in the Culture

SELECTION
11

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What fast-food restaurants are available in your area?
2. What are the restaurants' similarities and differences?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

precursor	(1)	predecessor, forerunner; an indicator of something that is to come
conglomerate	(1)	group of businesses or companies
rubric	(3)	a rule or direction
reiterated	(3)	said or done again, repeated
cater	(4)	provide food service, attend to someone's needs
demeanour	(5)	behavior (American spelling: demeanor)
proprietor	(5)	owner
adheres	(6)	remains attached, follows devotedly
ramifications	(6)	developments, consequences

The Ritual of Fast Food

MARGARET VISSER

In this selection from The Rituals of Dinner, *the author explains the appeal of fast-food restaurants: why we like them and how they serve our needs.*

AN EARLY **PRECURSOR** of the restaurant meal was dinner served to the public at fixed times and prices at an eating house or tavern. Such a meal was called, because of its predetermined aspects, an "ordinary," and the place where it was eaten came to be called an "ordinary," too. When a huge modern business **conglomerate** offers fast 1 food to travellers on the highway, it knows that its customers are likely to desire No Surprises. They are hungry, tired, and not in a celebratory mood; they are happy to pay—provided that the price looks easily manageable—for the safely predictable, the convenient, the fast and ordinary.

Ornamental formalities are pruned away (tables and chairs are bolted to the floor, for instance, and "cutlery" is either nonexistent or not worth stealing); but rituals, in the sense of behaviour and expectations that conform to preordained rules, still inform the proceedings. People who stop for a hamburger—at a Wendy's, a Hardee's, a McDonald's, or a Burger King—know exactly what the building that houses the establishment should look like; architectural variations merely ring changes on rigidly imposed themes. People want, perhaps even need, to *recognize* their chain store, to feel that they know it and its food in advance. Such an outlet is designed to be a "home away from home," on the highway, or anywhere in the city, or for Americans abroad. 2

Words and actions are officially laid down, learned by the staff from handbooks and teaching sessions, and then picked up by customers in the course of regular visits. Things have to be called by their correct names ("Big Mac," "large fries"); the McDonald's **rubric** in 1978 required servers to ask "Will that be with cheese, sir?" "Will there be any fries today, sir?" and to close the transaction with "Have a nice day." The staff wear distinctive garments; menus are always the same, and even placed in the same spot in every outlet in the chain; prices are low and predictable; and the theme of cleanliness is proclaimed and tirelessly **reiterated.** The company attempts also to play the role of a lovable host, kind and concerned, even parental: it knows that blunt and direct confrontation with a huge faceless corporation makes us suspicious, and even badly behaved. So it stresses its love of children, its nostalgia for cosy warmth and for the past (cottagy roofs, warm earth tones), or its clean, brisk modernity (glass walls, smooth surfaces, red trim). It responds to social concerns—when they are insistent enough, sufficiently widely held, and therefore "correct." McDonald's, for example, is at present busy showing how much it cares about the environment. 3

Fast-food chains know that they are ordinary. They *want* to be ordinary, and for people to think of them as almost inseparable from the idea of everyday food consumed outside the home. They are happy to allow their customers time off for feasts—on Thanksgiving, Christmas, and so on—to which they do not **cater.** Even those comparatively 4 rare holiday times, however, are turned to a profit, because the companies know that their favourite customers—law-abiding families—are at home together then, watching television, where carefully placed commercials will spread the word concerning new fast-food products, and re-imprint the image of the various chain stores for later, when the long stretches of ordinary times return.

Families are the customers the fast-food chains want: solid citizens in groups of several at a time, the adults hovering over their children, teaching them the goodness of hamburgers, anxious to bring them up to behave typically and correctly. Customers usually maintain a clean, restrained, considerate, and competent **demeanour** as they swiftly, gratefully, and informally eat. Fast-food operators have recently faced the alarming realization that crack addicts, craving salt and fat, have spread the word among their number that French fries deliver these substances easily, ubiquitously, cheaply, and at all hours. Dope addicts at family "ordinaries"! The unacceptability of such a thought was neatly captured by a news story in *The Economist* (1990) that spelled out the words a fast-foods **proprietor** can least afford to hear from his faithful customers, the participants in his polite and practiced rituals: the title of the story was "Come on Mabel, let's leave." The plan to counter this threat included increasing the intensity of the lighting in fast-food establishments—drug addicts, apparently, prefer to eat in the dark. 5

The formality of eating at a restaurant belonging to a fast-food chain depends upon the fierce regularity of its product, its simple but carefully observed rituals, and its environment. Supplying a hamburger that **adheres** to perfect standards of shape, weight, temperature, and consistency, together with selections from a pre-set list of trimmings, to a customer with fiendishly precise expectations is an enormously complex feat. The technology involved in performing it has been learned through the expenditure of huge sums on research, and after decades of experience—not to mention the vast political and economic **ramifications** involved in maintaining the supplies of cheap beef and cheap buns. But these costs and complexities are, with tremendous care, hidden from view. We know of course that, say, a Big Mac is a cultural construct: the careful control expended upon it is one of the things we are buying. But McDonald's manages—it must do so if it is to succeed in being ordinary—to provide a "casual" eating experience. Convenient, innocent simplicity is what the technology, the ruthless politics, and the elaborate organization serve to the customer. 6

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. family meals
   b. food service
   c. restaurant management
   d. fast-food restaurants
2. What is the central idea of this selection?
   a. Wendy's, McDonald's, and Burger King are three examples of the typical fast-food restaurant.
   b. Consumers expect convenience, simplicity, and cleanliness from a fast-food restaurant.
   c. Fast-food chains meet consumers' expectations through an elaborate system of preordained rules and behaviors.
   d. No longer a purely American phenomenon, the fast-food restaurant has spread to other nations around the world.
3. The author's primary purpose is to
   a. express her viewpoint that fast-food restaurants need improvement.
   b. Persuade readers that one fast-food restaurant is better than all the others.
   c. inform us about what we expect from fast-food chains and what they do to meet our expectations.
   d. entertain us with the variety of fast-food restaurants and menus that are available.

Details

4. In the author's opinion, consumers expect all but which one of the following from their favorite fast-food restaurant?
   a. simplicity
   b. convenience
   c. cleanliness
   d. high prices
5. A conglomerate that offers fast food knows that travellers want
   a. unusual food.
   b. a place to celebrate.
   c. no surprises.
   d. a formal atmosphere.
6. According to the author, all but which one of the following are characteristic of the fast-food chains?

a. They do not respond to social concerns.
b. Menus and uniforms do not change.
c. They want to be ordinary.
d. They cater to families.

7. According to the author, fast-food operators responded to the threat of drug addicts as customers by changing the restaurants'
a. hours
b. menu
c. lighting
d. atmosphere

8. What is the author's dominant organizational pattern?
a. Sequence: She traces the development of the fast-food restaurant in the United States.
b. Comparison: She compares two fast-food restaurants.
c. Cause and effect: She explains the reasons we like to eat in fast food restaurants.
d. Definition: She defines the term "fast-food restaurant"

Inferences

9. When McDonald's required servers to ask "Will there be any fries today, sir?" the purpose, most likely, was to
a. appear friendly and helpful.
b. help customers make up their minds.
c. make the customer feel at home.
d. increase the sales of fries.

10. Which answer best explains why fast-food restaurants did not want drug addicts as customers?
a. Restaurant managers are prejudiced.
b. The restaurants had an image to protect.
c. The staff was concerned about crime.
d. Drug addicts have no money to spend.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

ramifications
conglomerate
reiterated
precursor
proprietor
adheres
demeanor
rubric
cater

1. Finding a husband or wife may be difficult for a person who expects someone to _______ to his or her every need.
2. Before you make a decision, think ahead to its possible _______ and whether you can live with them.
3. "No, I won't accept your paper tomorrow," said the instructor. "How many times have I _______ today's deadline?"
4. Today's race car could be the _______ of tomorrow's sports sedan.
5. As the _______ of this store, I am the one who establishes business hours and the rules of operation.
6. "I don't like your _______ today," said the instructor to the children who were talking and not paying attention.
7. Under the _______ of faculty responsibilities, instructors must meet all classes at their scheduled times or make prior arrangements.
8. Students appreciate an instructor who _______ to posted office hours and is, therefore, available to answer questions.
9. Ours is only one of many companies that have become a huge _______ of businesses, offering diverse services to consumers.

THINKING DEEPER

Ideas for discussion and writing

1. In paragraph 2 the author defines "rituals" in context as "behavior and expectations that conform to preordained rules." According to this definition, what does the author mean by the "ritual" of fast food?
2. What do you expect from a fast-food restaurant? In what way do the interior and exterior design, the words and actions of employees, the restaurant's image, and the food offered meet your needs? Do your experiences reflect the author's analysis of what customers want and how the fast-food chains serve them? What else can you add about fast-food restaurants and their customers that the author did not mention?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* In the past, the morning or evening meal at home was for most American families a ritual that en-

couraged feelings of closeness. But many of today's families eat fewer meals together and eat more meals out. Is this a positive or negative cultural development and why?

4. Write about your favorite restaurant and why you like it. Some points to consider are the restaurant's design, atmosphere or theme, price, food offerings, and image.

SELECTION
12

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you recall of the school shootings that occurred in this country in the late 1990s?
2. Why do you think some children become violent and murderous?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

ideologies (3) beliefs or doctrines that are the bases of a political, economic, or other system
agendas (3) lists or programs of things to be done or considered
rampage (6) violent, frenzied action or behavior
attribute (16) to relate to a cause or a source
rapport (21) relationship, especially one of mutual trust
reticent (26) inclined to keep one's feelings and personal affairs to oneself, restrained or reserved
reluctant (26) unwilling, resistant

Children Want Parents' Attention

JEFF KUNERTH

On May 20, 1999, a 15-year-old boy was charged with shooting and wounding six classmates at Heritage High School in Conyers, Georgia. Jeff Kunerth, a staff writer for The Orlando Sentinel, *suggests that we should look beyond guns and the Internet for the causes of this shooting and other incidents of school violence. The article appeared in the* Sentinel *in May 1999.*

SCHOOL SHOOTINGS HAVE become the universal inkblot test for Americans. We see whatever we're looking for in the causes behind children shooting classmates. 1

It's guns. It's the Internet. It's music, movies and video games. It's parents without time and teachers without authority. It's a lack of God. It's too much freedom. 2

It's a lot of adults with **ideologies** and **agendas** looking for someone, something, somewhere to blame. 3

But when you talk to the children whose lives are threatened by this epidemic of violence, they say pretty much the same thing regardless of race and income. 4

The message is: Shut up and listen. 5

"Parents don't pay attention. They don't pay attention because they really don't want to hear," said Jennifer O'Connor, a 15-year-old freshman at Heritage High School, where a boy her age is charged with wounding six fellow students in a shooting **rampage** Thursday. 6

What the kids of Conyers want adults to hear is that the world they live in bears little resemblance to that of their parents' days in high school. They are tired of hearing from adults, over and over, that it wasn't like this when they were growing up. 7

"The world they lived in is gone. It's not like that any more. They have no idea what going to high school is like even for one day," said Stephanie Patterson, 18, who will be graduating from nearby Salem High School on Friday. 8

These are kids raised to fear strangers, stay away from drugs and not catch AIDS. They've come home to empty houses since they left grade school. They've endured more than their fair share of divorce. 9

One girl said that when her parents divorced nine years ago, "That was the only time in my whole life when I felt lonely." 10

They know fear, even if they haven't met violence. 11

"I'm afraid I'll die a slow and painful death like if somebody shoots me and I bleed to death," said 13-year-old Lawren McCord, a middle school student. 12

They want to feel safe at school, but they don't think more police officers in the hall, more surveillance cameras or bans on backpacks and trench coats will protect them. They don't think restrictions on guns, movies, music, video games will help. They don't expect society to save them or teachers to raise them. 13

"They want more security in the schools, but if someone wants to do anything like that [kill students], they can't stop it," said Ken Wilson, 14. 14

Kids aren't into the blame game, but they see what's going on and know who is responsible: It's the kids themselves and the parents who raised them. 15

They see in some of their classmates a lack of discipline, and they **attribute** that to a lack of caring or involvement by parents. 16

"Most of the kids I know with problems say their parents don't care about them," said Melissa Dawkins, 15, a sophomore at Heritage High. "They never see their parents. They never talk to their parents. They say, 'I can come home whenever I want because my parents don't care.'" 17

Kids know classmates who control the family, whose parents are afraid to discipline or punish them. And when they see that, they are not surprised that those students have no respect for adults, no feelings for others. Kids see the signs of trouble adults either fail to recognize, ignore or deny. 18

"They see what they see, but they push it away as if nothing is wrong," Patterson said. 19

They know from their own lives that trust, respect and communication between parent and child begins early. If parents wait until the trouble starts to begin paying attention to their children, it's already too late. 20

Melissa Dawkins said the **rapport** she has with her parents is reinforced with every meal. In her house, everyone is required to eat supper together on weeknights. That's where conversation starts and communication takes place. 21

"Even if we don't want to eat, we have to sit down and talk. It really helps. They know what's going on in your life," Melissa said. "Most kids I know, everybody eats when they want to. It's not like that at my house." 22

Ask kids what kind of parents they will be when they grow up, and you'll hear what kind of parents they want. 23

"I'm just going to make sure I spend plenty of time with them and talk to them and be a major part of their lives," said Becca Watson, a 15-year-old sophomore at Heritage High. 24

Although times have changed, some things do not. Kids still want parents who are involved in their lives, who know their children well enough to sense when something is wrong and who are there to listen when they have something to say. 25

And if teenagers seem **reticent** and **reluctant** to talk, sometimes they see adults react the same way. Communication, they say, goes both ways. 26

"Parents don't share their feelings either," Patterson said. 27

She said her father was so disgusted and angry about the Heritage 28 shootings that he refused to talk about it. He opened up and expressed his feelings only when the family's church brought teens and parents together to talk about what happened.

At that meeting, adults and children shared their emotions—how 29 frightened and worried the parents were for their children's safety, and how grateful the children were for their parents' presence. Children said they didn't know their parents cared that much, and parents said they didn't know their children needed more attention.

"It's kind of sad," Patterson said, "that something like this had to 30 happen to bring us together."

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. what parents want from schools
   b. what children want from parents
   c. why schools cannot stop violence
   d. what causes school violence
2. What is the central idea of this selection?
   a. Schools cannot stop violence because children are violent by nature.
   b. Children want parents who will leave them alone and let them do what they want to do.
   c. The kids themselves and the parents who raised them are responsible for school violence.
   d. Parents want school administrators to improve the security on school campuses.
3. The author's primary purpose is to
   a. entertain us with a vivid description of the shooting at Heritage High School.
   b. express the opinion that parents are not to blame for their children's actions.
   c. Persuade readers that parents ought to listen to their children.
   d. inform us about the number of school shootings that have occurred in recent years.

Details

4. According to the author, who or what is to blame for school violence?
   a. guns
   b. too much freedom
   c. music, movies, and video games
   d. kids and their parents
5. Children want parents to
   a. tell them about the past.
   b. listen and pay attention.
   c. stay out of their lives.
   d. keep their feelings to themselves.
6. According to the author children today live in a different world from that of their parents for all of the following reasons except which one?
   a. Today's children are raised to fear strangers.
   b. They come home to empty houses.
   c. They feel safe and secure at school.
   d. Drugs, AIDS, and violence threaten their lives.
7. According to the author, children and parents are alike in what respect?
   a. They both like the same kinds of music and TV shows.
   b. Neither parents nor children care about each other.
   c. They grew up under similar circumstances.
   d. Both are reluctant to share their feelings.
8. What is the author's dominant organizational pattern?
   a. Process: He offers a program for stopping school violence.
   b. Comparison and contrast: He discusses similarities and differences among various incidents of school violence.
   c. Cause and effect: He discusses the causes of school violence and its effects on children.
   d. Sequence: He traces the events that led to the Heritage High School shootings.

Inferences

9. Jeff Kunerth and the author of Selection 11 would probably both agree that
   a. shared meals reinforce positive feelings among parents and children.
   b. parents and children need to be more open with each other.

   c. television, movies, and the Internet are to blame for violence in the schools.
   d. parents and children have certain expectations about ways to behave in restaurants.

10. With which one of the following sayings would the author be most likely to agree?
   a. Spare the rod and spoil the child.
   b. Children should be seen and not heard.
   c. Communication is a two-way street.
   d. The child is father of the man.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

attributes
ideologies
reluctant
reticent
agendas
rapport
rampage

1. Trey was ________ to make purchases over the Internet, because he was worried about credit card security.
2. An instructor who has good ________ with students treats them with respect and takes their questions seriously.
3. Last week a tornado went on a ________ through several southern states, leaving many families homeless.
4. We are all tired of hearing from politicians whose ________ do not address the issues we care about.
5. Theresa ________ her good grades to the study skills she has learned in her student success course.
6. Instructors should stick to teaching their subjects instead of using their classrooms as forums for their own ________.
7. Outgoing people have no trouble talking about themselves, but those who are ________ will steer the conversation in another direction.

THINKING DEEPER

Ideas for discussion and writing

1. The author of this selection sees a lack of communication between parents and children. Do you agree? What, if anything, do the ages of parents and children have to do with their ability to share their thoughts and feelings with one another?
2. Much has been said and written about school violence. What do you think are its causes? What can be done about it? For example, do we need tighter security on campus, more gun control, or do you agree with Jeff Kunerth that the answer lies within ourselves?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, there is what we call a high school "culture": ways of dressing, speaking, and behaving. As part of this culture, students form groups, or cliques, and there is little interaction among them. What was the prevailing culture at your high school? What objections, if any, did students voice against it? Compare your high school culture to that of your parents. What are the similarities and differences?
4. Write about an aspect of your high school culture that was either harmful or beneficial. What were its effects on students?

SELECTION
13

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What does the word *conscience* mean to you?
2. As a parent, or future parent, what can you do to teach your children right from wrong?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

intact (9) whole, unbroken, unimpaired
therapeutic (9) having healing powers
disquieting (10) troubling, disturbing
wanton (15) immoral, undisciplined, unrestrained
superficial (16) trivial, insignificant, lacking depth
intrinsic (17) inherent, of or relating to the essential nature of a thing
void (22) emptiness
didactic (24) instructive in an overly moralistic way
conscience (27) sense of right and wrong, a preference for right over wrong

Killings Show Moral Void That Psychology Cannot Fill

BARBARA LERNER

Barbara Lerner, a Chicago-based free-lance writer, has a doctoral degree in psychology. She wrote this article for The Orlando Sentinel, *and a version of it has run in* The National Review *and the* Detroit News. *In the article, Lerner answers some of the questions raised by the shooting spree at Columbine High School in Littleton, Colorado, in 1999—the eighth incident of its type in two years.*

THE QUESTIONS WON'T go away. The Colorado shooting spree—the eighth in two years—forces us to face them again. 1

Why all these wanton killings by schoolboys, this senseless spiral of schoolhouse slaughter? 2

Who are these kids? Why are they doing it? What can we do? 3

In the 1990s, most parents look to psychology for answers. But psychology doesn't have one set of answers; it has two: pre-'60s answers and post-'60s answers. And they conflict. 4

Every American knows the post-'60s answers. Turn on the television and you hear them from all the talking heads. Not just establishment experts but mainstream teachers, preachers, politicians and journalists, too. All subscribe to the conventional wisdom of the '90s: All kids who kill are in great distress; they've been neglected, rejected and abused; their self-esteem is low; they are crying out for help. 5

Kids who kill need more love and understanding, more communication and parental attention, more early intervention, professional counseling and anger-management training. And the reason we have more of these kids today is that we have more absent parents, more entertainment media violence, more guns. 6

Will the Colorado killers fit this profile? Were they the abused offspring of harsh, uncaring parents and a cold, indifferent community? Were they desperately unhappy kids with nowhere to turn for help? 7

So far, it doesn't look like it. 8

Eric Harris and Dylan Klebold both came from **intact** middle-income families variously described by neighbors as "solid," "sensible" and "utterly normal." Both already had been through the **therapeutic** mill. Each boy had received individual counseling. Harris got anger-management training, as well. Both finished their therapy in February, two months before the crime, and both got glowing reports from their counselors. 9

Maybe, when the facts are known, they will turn out to be a lot more like Kip Kinkel, the 15-year-old Oregon shooter who vanished from the news as soon as his **disquieting** life story began to emerge, because it didn't fit the profile at all. 10

Kinkel was a problem for the conventional wisdom because he had it all, everything 1990s experts recommend. 11

His parents were popular teachers, one of them was always there for him when he came home from school, and both did their best to make him happy, spending time with him, taking him on family vacations, helping him get whatever he wanted, even when the things he wanted unnerved them. 12

They made few demands, rejected firm discipline as too harsh, and sought professional help, early and often. 13

They were in counseling, along with Kip in May 1998, when he shot them both dead, killed two of his many school friends, and wounded 18 others. 14

Looking at cases like this, psychologists in the 1950s and earlier had a set of answers you don't hear much any more. Here's an updated sample: We have more **wanton** schoolboy killers today because we have more narcissists, and the step from being a narcissist to being a wanton killer is a short one, especially in adolescence. 15

A narcissist is a person who never progressed beyond the self-love of infancy, one who learned **superficial** social skills—narcissists are often charming—but never learned to truly love another, and, through love, to view others as separate persons with a worth and value equal to their own. 16

To the narcissist, other people have no **intrinsic** worth; their value is purely instrumental. They are useful when they satisfy his desires and enhance his self-esteem; disposable as bottle caps when they don't. Only he matters, and because his sense of self-importance is so grossly inflated, his feelings are easily hurt. 17

When they are, when others thwart him or fail to give him the excessive, unearned respect he demands, he reacts with rage and seeks revenge, the more dramatic the better. 18

Take guns away from kids like these, and many won't settle for knives and baseball bats; they'll turn to deadlier weapons—to explosives, as that overgrown schoolboy, Ted Kaczynski did, or to environmental poisons, as the young subway saboteurs of Japan's Aum Shinri Kyo did. 19

Kip was on his way—police found five bombs at his house. And the Colorado killers upped the ante; they made more than 30 bombs and used shrapnel, as well as bullets, to blow away their victims. 20

Will more counseling and anger-management classes help? 21

At best, they are palliatives in cases such as these. They can put a patch over the hole at the core of these kids, the moral **void,** but they cannot fill the hole. 22

No brand of psychology can, and earlier brands—Freud's especially—had the humility to recognize that. He saw the hole for what it is, a moral hole that only moral training can fill. 23

Not just calm, rational, smiley-face, **didactic** lessons, but the kind of intense, gut-level experiences children have when their parents draw a sharp moral line and demonstrate a willingness to go all out to 24 defend it. It is the kind of experiences that make it clear to their kids early on that there are limits to what can be accepted, actions so morally wrong that they cannot and will not be tolerated.

Through experiences like these, normal children learn that the unconditional parental love they could take for granted as infants and toddlers can no longer be taken for granted. It is no longer unconditional; it can be withdrawn. 25

And to avoid that frightening outcome, the child learns to see his parents as more than human piñatas, full of goodies he has only to hit away at to get. 26

He learns to see them as moral beings with standards and values that are more important than his own immature wishes, and he begins to internalize those standards and values, making them his own, developing a **conscience** in the process. 27

Many 1990s experts don't understand this process. They focus only on self-esteem, not on esteem for others, asking only if the child is loved, not whether the child has learned to love and respect others. 28

The experts of this decade also obsess about the methods parents use to teach their kids, ignoring the content, the moral lessons they are trying to teach, insisting that any physical punishment, however infrequently and judiciously applied, is child abuse. 29

These experts have no real solutions to offer, when the problem is overindulgence rather than abuse, as it so often is in the 1990s. 30

They are part of the problem, and the sooner we recognize that, the better off we will be. 31

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. counseling and anger management
    b. school killings and what we can do about them
    c. psychologists and their methods
    d. the parents of Harris and Klebold
2. What is the central idea of this selection?
    a. Only moral training at an early age, not psychology, can prevent children from becoming killers.
    b. A lack of self-esteem is what causes students to lash out violently against their classmates.
    c. Most parents look to psychology for a solution to the problem of school violence.

   d. The Colorado killings have forced us to face some difficult questions.

3. The author's primary purpose is to
   a. Express her opinion on the causes of school violence.
   b. Entertain us with a description of psychologists and their methods.
   c. Inform readers of the questions that the eruption in school violence has raised.
   d. Persuade readers to ignore the experts and provide moral training for their children.

Details

4. In the 1990s, most parents seek answers from
   a. themselves.
   b. religious leaders.
   c. psychologists.
   d. teachers.
5. According to the author, the conventional wisdom about kids who kill consists of all but which one of the following?
   a. They are in great distress.
   b. They've been neglected and abused.
   c. Their self-esteem is low.
   d. They lack a moral center.
6. According to the author, Kip Kinkel's parents did all of the following except
   a. made few demands on him.
   b. withheld what he wanted if it unnerved them.
   c. rejected firm discipline as too harsh.
   d. sought professional help early.
7. According to the author, moral training can best be accomplished by
   a. the use of didactic lessons.
   b. psychologists and other experts.
   c. experiences that set limits for behavior.
   d. focusing only on self-esteem.
8. What is the author's dominant organizational pattern in paragraphs 15 through 17?
   a. Sequence
   b. Process
   c. Definition
   d. Classification

Inferences

9. The author would probably agree that children who resort to violence are most lacking in
    a. counseling
    b. parental love
    c. a conscience
    d. social skills
10. Read again paragraphs 21 and 22. In these paragraphs, the author says that counseling and anger-management classes are paliatives. Based on the example stated in the second sentence of paragraph 22, you can infer that *paliative* means
    a. bandages or other sterile wrappings.
    b. something that relieves but does not cure.
    c. prescription drugs.
    d. soothing words.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

disquieting
superficial
therapeutic
conscience
intrinsic
didactic
wanton
intact

1. The judge called the children who had blown up Ms. Blackburn's boxwoods with cherry bombs reckless and ______.
2. The ______ sound of sirens in the hours before dawn can unnerve anyone.
3. The reviewers' comments were ______, indicating that they had not understood the author's meaning.
4. Many people believe that it is ______ for people who have a cold to eat chicken soup.
5. Winona's ______ would not let her friend, Ben, take the blame for her mistakes.
6. Some instructors provide hands-on experiences while others resort to the more ______ technique of lecturing.
7. Resolving a marital problem is hard if one person wants a divorce but the other one wants to keep the family ______.
8. Although their ______ worth may be little, some objects mean a lot to us because of their sentimental value.

THINKING DEEPER

Ideas for discussion and writing

1. Do you believe that people are more or less accountable for their actions today than they were in the past? On what do you base this belief?
2. Compare and contrast the views of Barbara Lerner and Jeff Kunerth, the author of Selection 12. Discuss how each author answers the questions: "Why do schoolboys kill?" and "What can we do about it?" What is each author's solution to the problem? With which author do you agree and why?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, the author speaks of a cultural shift from pre-sixties psychology, which placed the blame for bad behavior on the individual, to post-sixties psychology, which places blame on parents, society—everyone but the individual. What have been the effects of this shift?
4. Write about a time in your life when you did something that you knew was wrong. What happened? How did you feel? How did others react to what you had done? If you had to do it over, what would you do differently?

SELECTION
14

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about military-base schools?
2. What do you think should be done to improve public schools?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

earnestly (1) sincerely, seriously
vouchers (2) written authorizations exchangeable for cash or credit
incompetence (3) lack of qualifications or skills
refutation (5) proving to be false, denying the truth of
secular (5) worldly rather than spiritual, not bound by a religion
exemplary (5) worthy of imitation, serving as a model
proficiency (8) having skill or competence
pedagogical (10) relating to teaching or instruction
predisposed (14) inclined, made to do something in advance
haphazardly (14) by chance, casually

Why Do Students at U.S. Military-Base Schools Excel?

WILLIAM RASPBERRY

William Raspberry, a syndicated columnist, is a member of the Washington Post Writers Group. In this article, which ran in The Orlando Sentinel *in December 1999, he challenges readers to examine the reasons for the success of military-base schools as they seek public-school reform.*

SOMETIMES I THINK that there are just two kinds of people in the world: 1
those who know easily and precisely why so many of our schools

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aren't working very well and those who, no matter how **earnestly** they struggle with the question, can't quite manage to figure it out.

The first group is by no means of one mind. Their dead-certain answers involve everything from phonics to teachers colleges to direct instruction; from poverty and racism to prayer and **vouchers** and corporal punishment. 2

The second group, of which I am decidedly a member, will grant that portions of the dead-certain answers frequently make sense but will insist that they don't explain enough. Nor do we (some of us, anyway) accept the notion that indifference and **incompetence** on the part of teachers is the main ingredient of failure. 3

I have stated—and still believe—that the inability of some parents to get their children ready for school learning is a huge part of the problem. Still, I keep probing for some more comprehensive explanation. 4

And for good reason. Every explanation will find its **refutation** somewhere. A touchy-feely approach, a **secular** outlook, a penny-pinching budget—will, somewhere, sometime, produce **exemplary** results. 5

How—to take the question that really sparked this column—does one explain the unusual success of some of the schools on America's military bases? Eighth-graders in these 71 schools as a group were outperformed in writing by only one state—Connecticut—on the 1998 National Assessment of Educational Progress. They tied for fourth place in reading. 6

According to *The Wall Street Journal*'s Daniel Golden, it isn't just test scores that make these schools special. Eighty percent of the graduates of these military-base schools go on to college—even though many of them switch from one school to another several times during their school years, meaning that they have to catch on to new teachers and make new friends again and again. 7

Poverty? Half the 34,000 students in these schools qualify for free or reduced-price lunches—an accepted measure of poverty—because their parents are in the bottom pay ranks. Two out of five are either black or Hispanic, but they achieve at or above **proficiency** at rates far exceeding those of the civilian world. 8

How do these schools succeed where their nonmilitary counterparts so often fail? 9

Several possibilities come to mind—some of them **pedagogical,** some relating to the involved presence of parents, particularly fathers—but here, for want of knowledge to the contrary, is my first choice: 10

These children have parents who believe that their own efforts—not race, not special gifts, not breaks—are the chief determinant of their success. It's a point that researchers who examine the American military keep coming to: Service members believe that the military, for all its shortcomings, is fairer than the civilian world, believe that the requirements for advancement are clear, attainable and (usually) fairly administered. 11

If they didn't believe these things, of course, they would hardly stay in military careers. Their nonservice counterparts, just as obviously, cannot quit the civilian life just because they think it's unfair. 12

My guess—and that's all it is—is that people who believe that they can achieve based on their own efforts tend to rear children who share that belief. Military children, I am suggesting, may have an unusual degree of academic success because they hold to an unusual degree the empowering belief that they are in control of their destinies. 13

Too many poor and minority children in the civilian world are **predisposed** to harbor the disempowering view that life is unfair, that breaks are **haphazardly** distributed and that race is a near-insuperable barrier to success. 14

There are other possible explanations for the disproportionate achievement of military schools, and some of them—the presence of fathers who are both self-disciplined and accepting of military discipline, for instance—are quite attractive. 15

Which are the correct explanations? 16

I don't know, but I can tell you this: If I were running a failing school system, I would surely try to find out. 17

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. public school reform
   b. success of military-base schools
   c. public schools vs. private schools
   d. education in the United States
2. Which one of the following sentences best states the author's central idea?
   a. There are two opposing views as to why our public schools are failing.
   b. Parents' inability to get their children ready for learning is the cause of school failure.

c. Race, special gifts, and breaks are not the chief reasons for students' success in school.
d. One reason for the success of military-base schools is that military children believe they can succeed on their own.

3. The author's primary purpose is to
   a. Entertain readers by describing his experiences in military-base schools.
   b. Inform readers that public schools are in need of reform.
   c. Express the reason he thinks military-base schools have been successful.
   d. Persuade readers to send their children to military-base schools.

Details

4. Raspberry says that sometimes he thinks there are just two groups of people. The first group's dead-certain answers, he says, involve all but which one of the following?
   a. phonics
   b. teachers colleges
   c. poverty and racism
   d. class size
5. As a member of the second group, Raspberry agrees that the first group's answers
   a. are on the wrong track.
   b. explain his own views exactly.
   c. often make sense but don't explain enough.
   d. have not been well researched or proven.
6. According to Daniel Golden, military-base schools are special for all of the following reasons but which one?
   a. They achieve consistently higher test scores than most public schools.
   b. Eighty percent of their graduates go on to college.
   c. Fifty percent of the students' parents are in the top pay ranks.
   d. Minority students' achievement is higher than that of civilians.
7. Raspberry says that military-base children may have an unusual degree of academic success because
   a. They believe they are in control of their own destinies.
   b. They are the victims of poverty and racism.
   c. Their parents are not involved in their learning.
   d. Service members believe that the military is unfair.

8. What is the dominant organizational pattern of this selection?
   a. Sequence: The author traces the development of the public-school reform movement.
   b. Definition: The author defines what it means to be a military-base school student.
   c. Cause and effect: The author explains reasons for military-base schools' success
   d. Comparison and contrast: The author compares public schools and military-base schools.

Inferences

9. The author would probably believe that, more often than not, a minority student's poor grade on a test is the result of
   a. poverty or lack of opportunity.
   b. incompetent or indifferent teaching.
   c. racial prejudice and discrimination.
   d. insufficient study or lack of effort.
10. The word "empowering" in paragraph 13 and the word "disempowering" in paragraph 14 have what relationship?
   a. The words are synonyms: their meanings are similar.
   b. They are antonyms: opposites in meaning.
   c. The two terms are unrelated.
   d. Both words are slang expressions.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

incompetence
haphazardly
pedagogical
predisposed
proficiency
refutation
earnestly
exemplary
vouchers
secular

1. The detective walked around the crime scene, ________ looking at objects here and there in no apparent order.
2. Speaking ________ to the students, the instructor reminded them of the upcoming test and how much she hoped they would succeed.
3. Parents in some states receive ________ that allow them to use tax dollars to send their children to private schools.
4. College students whose placement test scores are low may be required to take courses to improve their ________ in their area of weakness.

5. The newspaper cited our town's high school as _______ because 70 percent of its graduates go on to college.
6. Some parents who send their children to a private school may choose a _______ school rather than a religious one.
7. Phonics instruction and whole-language instruction are but two of the elementary teacher's _______ tools.
8. Employees who do not know how to do some tasks may be accused of _______ when all they need is instruction.
9. After reading a positive film review, you might be _______ to enjoy the movie.
10. The candidate's _______ of his opponent's false and uncalled-for charges was both loud and angry.

THINKING DEEPER

Ideas for discussion and writing

1. In paragraph 11 the author says that military children "have parents who believe that their own efforts—not race, not special gifts, not breaks—are the chief determinant of their success." Do you agree? Explain your reasons in a class discussion.
2. Read again paragraphs 13 and 14. Discuss what the author means by empowering and disempowering beliefs. Do you agree with the author that our beliefs can act as springboards or barriers to success? Explain your reasons, using examples from your own life or others' lives.
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, the public school is an American institution, a hallmark of American democracy and culture. But as more and more parents become dissatisfied with public schools, they are seeking alternatives. Those who can afford it have sent their children to private schools. Others have called for public-school reform, looking to private schools and military-base schools as examples for public schools to follow. What do you know of the school reform debate? What do you see as the future of American public schools?
4. Write about an empowering or disempowering belief that you grew up with and how it has affected your performance in school or another aspect of your life.

SELECTION
15

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What role does religion or spirituality play in your life?
2. What needs does religion or spirituality fulfill?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

clarity (1)	clearness of thought, lucidity
lilt (2)	a cheerful or lively manner of speaking
reveling (5)	enjoying, taking pleasure or delight
unfettered (5)	unrestrained, freed
tremulous (9)	quivering or shaking, fearful or timid
onslaught (9)	a violent attack
sustaining (14)	maintaining, supporting, encouraging
zealots (14)	fanatics
wary (18)	cautious, on guard
tangible (18)	possible to touch, understand, or treat as fact
gratification (18)	pleasure, satisfaction
transfixed (21)	awe inspired

Seeking Spirituality in a Time of Tragedy

DONNA BRITT

Donna Britt is a member of the Washington Post Writers Group. In this article, which ran in The Orlando Sentinel *in May 1999, she explains her own struggle with spirituality and offers a message of hope for readers.*

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"THIS DO IN REMEMBRANCE of me." 1

The familiar phrase, one of many offered in a sermon by a minister I hadn't seen in weeks, settled over me like a veil. Staring at my tiny church's altar, I felt one of those rare moments of sweet **clarity** wash over me.

In remembrance of me. The words—mingled with the sun splashing through sanctuary windows, the piercing melodies of birds outside, the minister's passionate **lilt**—blended into something like perfection. 2

Pulling me back. 3

I hadn't been to church in a while because I was angry at God for letting a loved one die after I had specifically asked Him to forbid it. After confessing my disillusionment to my minister, I was surprised when he suggested that I take a church break. "You may find you're not as mad at God as you think," he said. 4

So for a string of Sundays, I stayed away—shopping, reading the newspaper, **reveling** in the suddenly **unfettered** hours I would normally spend preparing for and worshiping in church. 5

Eight weeks later, I had to go back. I wasn't sure why, though a world with no communal, public sharing of spirituality felt . . . wobbly. 6

Then Littleton happened. 7

Suddenly, God's name was on countless lips. Suddenly, the spirit-non-grata so seldom mentioned in mainstream news media was the center of discussion. 8

Tremulous teens described praying to God as they hid under desks from the **onslaught.** Stricken parents spoke of the Lord helping them heal. In a shattering interview, Craig Scott—whose sister, Rachel, died at Columbine High—clutched the hand of Michael Shoels, father of the slain student Isaiah, saying, "I really trust God's hand over this." 9

Somehow the ease with which these victims spoke of their faith seemed odd. It was strange, hearing so much public discussion of God after so much near-silence. 10

Writing about teen violence afterward, I blamed news-media images, parental disconnection, easy gun access and drugs—without thinking to mention America's spiritual drift, until hours after deadline. 11

Why was that? Why, when increasingly it appears Dylan Klebold was a once-normal kid sucked into Eric Harris' bloody fantasies? I've heard nothing about either boy's religious training. But kids grounded 12 in God often have more spiritual weapons with which to fight darkness, whether or not they use them.

And there is so much darkness to fight. 13

We have become frighteningly independent of our ancestors' **sustaining** spirituality. If not for athletes who give thanks after sports victories—or **zealots,** whose slaying of abortionists mock religion—we would rarely hear mention of the God in whom most Americans believe. Somehow, the country described by its pledge of allegiance as "one nation under God" and whose currency is stamped IN GOD WE TRUST, seems terribly secular. 14

And not terribly bothered by it. 15

Today, it takes the unspeakable—like a girl being shot dead after telling a gun-wielding classmate that she's a believer—to make people speak of the deity who informed our forebears' every move. In fact, God—as well as Allah, Buddha and others—remains central to millions. Yet their beliefs get news-media attention only when awfulness is done in His name. 16

As a nation, I suspect, we're a bit mad at God. Or at least deeply suspicious of Him. 17

We're **wary** of anything that might make us look gullible or unsophisticated, that advocates such outmoded concepts as submission and sacrifice, that can be so easily misused—as scandal-smeared politicians who wallow in prayer, and Christians who would "cleanse" Yugoslavia of its Muslim citizens illustrate. Yet the same "sophisticates" who grumble about religion's lack of **tangible** guarantees spend millions on products whose ads promise **gratification** in a finger-snap and invest in scientific solutions that also may fail. 18

Anyway, who has the time? Spirituality looks like the worst kind of hard work: the kind that can, despite one's best efforts, disappoint. 19

Yet like all hard work, it delivers payoffs that the quick-and-easy seldom can—or so our grandparents and great-grandparents insisted. They knew even if they never found it, the strenuous search for God's love within themselves was a worthy distraction from the rage, pettiness and bitterness that might otherwise consume them. Hard work is the *point.* 20

Transfixed in church that day, I knew why I had been pulled back. For a few moments each week, everything makes sense. For a few moments each week, I push myself to forgive the unforgivable, to embrace those I would scorn, to locate a better, more generous me. 21

In that perfect moment, I realized that my departed loved one—all the departed loved ones who honored God, publicly and often, in 22 the face of tremendous difficulty—would rather have me there than anywhere.

I was there, in good measure, in remembrance of them. 23

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the author's search for spirituality
   b. ways to handle tragedy
   c. the decline of morality
   d. the importance of belief systems
2. Which one of the following sentences best states the author's central idea?
   a. In the mainstream media, God's name is seldom the center of discussion.
   b. The search for spirituality brings comfort, self-understanding, and relief in times of tragedy.
   c. Religious beliefs are central to millions of people throughout the world.
   d. Public displays of religious faith make us look gullible and unsophisticated.
3. The author's primary purpose is to
   a. Persuade readers to worship at the church of their choice.
   b. Entertain readers by describing a typical service at her church.
   c. Inform readers that church attendance is declining.
   d. Express what her spiritual search has meant to her.

Details

4. According to the author, why had she stopped going to church?
   a. Her minister told her to take a break.
   b. She was angry at God for letting a loved one die.
   c. She thought church attendance was an outmoded practice.
   d. Her family did not approve of her form of worship.
5. In her writing after the Littleton shootings, the author blamed teen violence on all of the following but
   a. news-media images.
   b. parental disconnection.
   c. access to guns and drugs.
   d. America's spiritual drift.

6. Which of the following lost a son in the Littleton shootings?
   a. Rachel Scott
   b. Craig Scott
   c. Eric Harris
   d. Michael Shoels
7. The author explains the generalization "there is so much darkness to fight," using all of the following examples except which one?
   a. independence from our ancestors' spirituality
   b. athletes who give thanks after victories
   c. the slaying of abortionists
   d. a nation that seems terribly secular
8. What is the organizational pattern in paragraphs 4–7?
   a. cause and effect
   b. comparison and contrast
   c. process
   d. sequence

Inferences

9. What does the author mean by "America's spiritual drift" in paragraph 11?
   a. the number of religious groups in America
   b. our tendency to turn to God in times of trouble
   c. the lack of public sharing of spirituality
   d. a growing interest in non-Christian religions
10. Which of the following sayings is closest to the author's meaning of "Hard work is the *point*" (paragraph 20)?
   a. No pain, no gain.
   b. Getting there is half the fun.
   c. Winning doesn't matter; it's how you play the game.
   d. Anything worth getting is worth waiting for.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

gratification
unfettered
transfixed
sustaining
tremulous
onslaught
reveling
tangible
zealots
clarity
wary
lilt

1. After the game, the fans of the winning team ran onto the field cheering and _______ in their victory.
2. If it were not for our _______ members and their contributions, our museum could not survive.
3. For some people, heartfelt thanks are not enough; instead, they want _______ rewards such as gifts or money.
4. Small buildings and mobile homes could not stand under the _______ of the hurricane's high winds.
5. In a moment of _______, the student finally understood what had seemed unclear.
6. The children were _______ as they sat in the darkened theater waiting for the horror film to begin.
7. Be _______ of any supposedly free offers as they may have hidden costs.
8. The morning was filled with sunshine, the fragrance of spring flowers, and the _______ of birdsong.
9. I can't wait for my vacation: two _______ weeks in the sun with no phones ringing, no appointments to keep.
10. In the sixties, airports were filled with _______ passing out leaflets proclaiming stop this or end that.
11. We were _______ as we stood before Dali's painting "The Crucifixion."
12. Some people spend all they earn buying things they want now while others postpone _______, saving for the future.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss Donna Britt's statement ". . . . kids grounded in God often have more spiritual weapons with which to fight darkness. . . ." Do you agree or disagree? What do you think she means by "spiritual weapons" and by "darkness"? What darkness do adults fight, and what are their spiritual weapons? Finally, what role do you think spirituality does or should play in our lives and why?
2. Read again the first two paragraphs and the last two paragraphs of the selection. How do these paragraphs *frame*, or provide an organizational structure for, Britt's essay? What is the significance

of the quotation in the first paragraph, and what personal meaning does Britt find in it?

3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, public sharing of faith (school prayer, the pledge of allegiance, posting of the Ten Commandments in public buildings, and prayers before public events) was once a central part of American culture. But as Donna Britt says, we are becoming increasingly secular and suffering from "spiritual drift." Do you agree? Explain your reasons.
4. The author says she had a moment of clarity in church when she realized why she was there. Write about your own moment of clarity: a time when you clearly knew or understood something important for the first time.

SELECTION
16

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you think are some of the problems that plague families today?
2. Is your family similar to or different from your parents' families?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

prosperous (4)	well off, successful
straightforward (7)	direct, honest, open
transparent (7)	obvious
zany (8)	comical, clownish
precocious (9)	developing or maturing early
compassionately (10)	sympathetically
benevolent (12)	doing good
emulate (15)	imitate
amorphous (13)	shapeless
disengaged (16)	withdrawn, detached, not involved
verities (16)	truths
transcend (16)	go beyond, rise above

In a Troubled World, the Cleavers Offer a Refuge

BILL MAXWELL

Leave It to Beaver *enjoyed a long run as a popular TV sitcom of the sixties. In some cities, reruns still air. In this selection, the author takes a fond look back at the Cleavers. Bill Maxwell is an editorial writer and columnist at the* St. Petersburg Times *in Florida.*

MAN ON BUS: The next stop we make is Mayfield. 1

BEAVER: Gee, it's not where I'm supposed to be goin', but at least it's someplace I've been. 2

While much of America scurried to the nation's shopping malls after Christmas to return merchandise and to find even more bargains, I traveled back to Mayfield. 3

Where is Mayfield? I do not have a clue. I do know that it is one of America's best-known fictional towns. In some episodes, you suspect that it is a Southern California suburb, while in other episodes you get hints of Ohio. The real location does not matter. What is important is that Mayfield is an ideal place to rear children, a **prosperous** place that has good schools. 4

It is a safe place in the imagination and has many fun spots. Miller's Pond, for example, is just right for boating, polliwog hunting or falling in fully dressed; across State Street Bridge is Fats Flannaghan's Junkyard, a treasure trove of all kinds of neat stuff; Uncle Artie's Magic Shop is where you can stock up on soap candy and rubber snakes. 5

Best of all, though, Mayfield is home to America's best-loved television family, the Cleavers—June, Ward, Wally and, of course, the Beaver. I went back there on Dec. 27, as a viewer of cable's WTBS, which broadcast 24 hours of *Leave It to Beaver,* the sitcom that ran each week from 1957 to 1963. 6

Because I had to work, I managed to watch about six hours of the show. And I had fun. The show's creators, Joe Connelly and Bob Mosher, packed the 30-minute sitcom with love and laughter. The plots are **straightforward,** the themes **transparent** but always uplifting, the settings familiar, the main characters innocent and nonthreatening. Even the obnoxious Eddie Haskell, that "creepy wise-guy rat," does not have an evil bone in his skinny body. 7

Why did I, an editorial writer and columnist for Florida's second-largest newspaper, plop down and watch six hours of this domestic comedy? Because I wanted to escape the violent, trash-talking, politically **zany** world of America in 1994. I wanted to get away from the specter of "Black Talon" and "Rhino" bullets, to blot out the scowling images of Newt Gingrich and Bob Dole, to smother the howls and grunts of Rush Limbaugh and his legion of brain-dead Dittoheads. 8

Briefly, I wanted to see children as children, not as unbearably **precocious** smart-asses. I wanted to be where life's greatest challenges are going to school, playing harmless gags on your "swell pals" and trying to avoid that "goody-two-shoes," "know-it-all" squealer Judy 9

Hensler, who never fails to ask: "Miss Landers, do you want the list of people who were talking while you were out of the room?"

I wanted to return to a world that celebrates the strengths of families. Where Ward, the father, dispenses wisdom and discipline **compassionately.** Where June, the loving mother, always has a fresh batch of cookies and a bottle of milk for Beaver and Wally and their buddies. 10

And school. Yes. I wanted to revisit a school where adults are firmly in charge. Where, for instance, the mere mention of Mrs. Rayburn, the principal, is enough to make even Larry Mondello, Gilbert Bates, Whitey Whitney and Richard Rickover stop "yakkin' up a breeze." Where Miss Landers, the prettiest, sweetest, most patient, most dedicated, smartest teacher ever, taught a lot more than "book-learnin'." 11

The **benevolent** universe of "Leave It to Beaver" is soothing. Even the nickname "Beaver" evokes the image of a mirthful creature with a toothy grin. Just seeing this kid makes me smile. His innocence makes him adorable. 12

I do not get that feeling with today's kids, in real life or from television. Their backward baseball caps turn me off. Beaver, however, a well-adjusted child, wears his baseball cap forward. Today's kids—many of them humorless mall rats, MTV captives, swaggering playground bullies, gangsta-rap wannabes and murderous carjackers—are going in reverse. The baggy, **amorphous** clothing, inappropriately heavy footwear, body jewelry and tattoos symbolize the excessive psychic and emotional baggage burdening many children. 13

Somehow, America has robbed childhood of its beauty and innocence. We have made our children strangers both to us and to themselves. I used to think that we had made our children too smart too fast for their own good. I no longer believe that. 14

Today's children are not smarter than those of earlier generations. They are more frantic, more apt to **emulate** the worst of grown-up behavior before they can handle the consequences of their actions. They are freer to make decisions, but they lack the experience or critical thinking ability to make them. Because we, adults, have lost our way, we have created a blueprint for disaster. Now we are paralyzed. We do not know what to do. 15

I do have a few naive ideas for this generation of young, **disengaged** parents. Many of these ideas are integral to *Leave It to Beaver.* Sure, the world of Mayfield is make-believe, lily-white and male-dominated, but its **verities** are eternal. They **transcend** race and gender. If you visit Ward and June, you are bound to learn some useful 16 lessons about parenting. They make the perfect team, a balancing act that reassures the boys that the world of Mayfield is constant and safe.

Consider the following sampler of Ward Cleaver's advice. 17

- "Wait a minute, boys; let's get something straight. I don't care what kind of trouble you may get into in life, you don't ever need to be afraid to come to your parents and tell them."
- "Sometimes when a person's made a mistake or done something wrong, that's the time when they need understanding."
- "Remember one thing: Wrong is wrong even if everyone else says it's right. And right is right even if everyone also says it's wrong."
- "Wally, you're so worried about your appearance you forget that people don't judge you by the way you look but by the way you act. . . . Why, some of the homeliest people in the world have done some of the greatest things."
- "If you live your life in a dream, you'll wake up someday and realize you never had anything real. . . . You think that over, Beav."
- "Now, Beaver, you just keep your sense of humor and everything will be all right."

Leave It to Beaver presents an idealistic version of life, where problems are outlined and resolved in 30 minutes. Beaver and Wally are saps who love their parents. June and Ward are doting parents, a bit overbearing at times. Is such a family possible in real life? Indeed it is. More of us should try establishing such a family. 18

As the Beav might say: "Golly, that would be swell." 19

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. TV sitcoms
   b. the Cleavers
   c. values
   d. families
2. Which one of the following sentences best states the author's central idea?
   a. Ward and June Cleaver are loving parents.
   b. Unlike today's precocious kids, the Beaver and his friends are just children.
   c. The Cleaver family is one that today's parents should emulate.

   d. Ward, June, Wally and the Beaver are America's best-loved television family.

3. The author's primary purpose is to:
   a. persuade parents to be more like the Cleavers.
   b. inform readers about *Leave it to Beaver.*
   c. express his views about parenting.
   d. entertain us with a description of Mayfield.

Details

4. Miss Landers is the Beaver's
   a. mother.
   b. friend.
   c. teacher.
   d. neighbor.
5. All of the following are true about Mayfield except which one?
   a. It is a good place to raise children.
   b. The schools are good in Mayfield.
   c. Mayfield is a real place.
   d. It is a prosperous place.
6. The author likes the Beaver's school because
   a. it is so much like today's schools.
   b. the kids are not afraid of the principal.
   c. it reminds him of his childhood.
   d. adults are firmly in charge.
7. The author says that today's children are all of the following except which one?
   a. They are smarter than children of the past.
   b. They are freer to make decisions.
   c. They lack experience and critical thinking ability.
   d. They emulate the worst of grown-up behavior
8. What is the organizational pattern in paragraphs 10–15?
   a. process
   b. sequence
   c. cause and effect
   d. comparison and contrast

Inferences

9. The author probably does not approve of
   a. most of the programs that are on television today.
   b. the changes that have taken place in the American family.

   c. ethnic diversity in television programming.
   d. schools where teachers and administrators are in charge.

10. Which of the following sayings means about the same thing as this statement from paragraph 17? ". . . . people don't judge you by the way you look but by the way you act."
   a. Clothes make the man.
   b. Beauty is as beauty does.
   c. Age before beauty.
   d. Truth is beauty and beauty is truth.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

compassionately
straightforward
transparent
disengaged
prosperous
benevolent
precocious
amorphous
transcend
verities
emulate
zany

1. Some celebrities' ________ outfits and behavior have made them the subject of laughter and ridicule.
2. Most college students hope to find a job that makes them both happy and ________.
3. Many famous people have donated their time and money to charities and engaged in other ________ acts as well.
4. For now, our plans for the trip are ________, but we expect them to take shape soon.
5. Everyone admires those who have been able to ________ poor circumstances and achieve success.
6. Certain ________ teens engage in adult behaviors too early for their own good.
7. "Instead of procrastinating, you should ________ your classmates who have already turned in their research papers," said the instructor.
8. Do you want my ________ answer, or should I tell you what you want to hear?
9. Too many of today's parents are ________: they do not know what their children are doing.
10. Although Amy tried to hide her real feelings, they were ________ for all to see.

11. The value of hard work is one of the old ______ that some people do not believe in today.
12. The minister listened ______ as the family members explained their problems.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss this statement from paragraph 14: "Somehow, America has robbed childhood of its beauty and innocence." Do you agree or disagree? Explain your answer.
2. Discuss the town, neighborhood, and school where you grew up. How were they similar to or different from the imaginary world of the Cleavers?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, In the past, the family ideal was a father who worked, a mother who stayed at home, and children who obeyed their parents. What do we mean by "family" today? In what ways has our idea of the family changed for better or worse?
4. Read again the sampler of Ward Cleaver's advice in paragraph 17. Choose one of the statements with which you strongly agree or disagree and write about it. Or write about a piece of advice one of your parents gave you and whether it was helpful.

SELECTION
17

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What does the phrase "traditional family sitcom" mean to you?
2. What TV shows do you or have you watched that would fall into this category?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

prototype (1) an original that serves as a standard
amoral (1) neither moral nor immoral, not caring about right or wrong
maudlin (2) tearfully sentimental
poignant (2) profoundly moving, touching
quirky (5) odd, peculiar
affluent (6) wealthy, prosperous
dysfunctional (8) not functioning, not working, impaired
premise (11) proposition, plan on which an argument (or story) is based
elegiac (15) relating to mourning or expressing sorrow for something that is over or gone
proliferation (19) rapid growth or spread

Fading Era in TV

JAMES STERNGOLD

James Sterngold's article ran in The Orlando Sentinel *on May 25, 1999, the day that the last episode of* Home Improvement *aired. The end of* Home Improvement, *says the author, marks the end of the traditional family sitcom—except in reruns.*

1 SEINFELD WAS OFTEN called the **prototype** of the post-modern sitcom, and so it seemed apt that the last episode involved a strange

dream sequence and a sinister finale for a group of self-absorbed singles stumbling in an **amoral** world.

Now compare that with the taping of the final episode of *Home Improvement,* a prime-time hit on ABC for eight seasons. After the tearful star, Tim Allen, told a joke for a cast and crew drenched in tears, they taped a slightly **maudlin** story, scheduled to air today, 8 p.m., WFTV-Channel 9. In the episode, Allen's character reaffirms his love for his wife and family, and his loyal sidekick finds the love that had long eluded him, lending the closing a **poignant** moral gravity. 2

The episode is touching and, many believe, a historical relic, as the traditional family sitcom—a staple of the medium for more than four decades—goes the way of the western. 3

"If that show was pitched to a network today, nobody would take it," said Matt Williams, one of the creators and an executive producer of *Home Improvement* and previously a producer of another traditional family sitcom, *The Cosby Show.* "This show was created to celebrate the American family, and I'm not sure you can do that in the same way now." 4

At one time domestic sitcoms like *Father Knows Best, Leave It to Beaver, The Dick Van Dyke Show, The Brady Bunch* and even *All in the Family* and *Sanford and Son* virtually defined television while conveying powerful images of an often idealized if somewhat **quirky** middle-class existence built around families. Households across the United States generally had a single television, there were only three networks, and the experience of watching such shows was shared. 5

No longer. Homes frequently have many television sets: 74 percent of homes now have more than one, compared with 35 percent in 1970. And there are scores of channels transmitting images that have changed subtly but significantly. Singles dominate sitcoms—shows like *Friends, The Drew Carey Show* or *Ally McBeal,* for example—and the networks for the most part no longer even try to attract broad audiences. Audiences are deeply divided by age and even by race. Advertisers press the networks to pursue thin slices of the audience—preferably younger, **affluent,** white men—and pay dearly to reach them. 6

Advertising Age, a trade publication, reports that advertisers pay $425,000 for a 30-second spot on *Friends,* compared with $210,000 for an ad on *Home Improvement* and just $115,000 for an ad on *Cosby.* 7

Perhaps the most successful family sitcom still on the air is *The Simpsons,* Fox's animated sendup about a **dysfunctional** family whose creator, Matt Groening, openly describes it as "the anti-Cosby show." 8

"The idea and delight we once took in celebrating family, community seems to be vaporizing before us," said Norman Lear, the creator of such shows as *All in the Family* and *The Jeffersons.* "You now have all these shows about lone people coming together. It seems to me this is part of something profound. It's a disease of our time. There's a television in every room and the family has become splintered." 9

One of the last popular domestic sitcoms is *Everybody Loves Raymond,* on CBS. Phil Rosenthal, a creator and executive producer, said he faced enormous resistance from network executives when he presented the idea several years ago. 10

"To be honest, there was nothing about the **premise** of this show that anybody at a network found attractive," Rosenthal said. "They said it had to be edgier, hipper, not so family. But what you have to realize is that this is a show about a family with kids, but it is very much for an adult audience. It's not aimed at the broad audiences. It's a new kind of family show, maybe an evolutionary step." 11

Indeed, there are people who believe that although the old-style show may be dying, there is plenty of demand for new-style family shows. 12

"Perhaps it won't be a traditional family sitcom, but I think America is waiting for the next one," said Warren Littlefield, a producer who was president of NBC Entertainment when it put shows, such as *Seinfeld* and *Friends* on its schedule. "The rule in television is follow the trends, then buck them." 13

Nevertheless, the producers of *Home Improvement* have decided to all but pull out of the medium that made them wealthy, a rarity in the business. 14

Indeed, the show's finale was conspicuously **elegiac** for the team that created and oversaw *Home Improvement,* Williams, Carmen Finestra and David McFadzean, who make up the Wind Dancer Production Group. 15

Home Improvement was one of the great successes of the early 1990s and it may earn $1 billion by the time its years of reruns run out, say television executives. 16

The Wind Dancer partners are estimated to have earned tens of millions of dollars each on the program. 17

But the trio has failed to produce another hit show, striking out with attempts like *Soul Man, Buddies* and *Costello.* 18

And now, with the **proliferation** of cable channels and the eager effort by advertisers to attract young slices of the audience, there seems to be less demand for the sort of program at which Wind Dancer excels. 19

"I just think that, because of the competition from cable, the networks are not looking for a show that appeals to all age levels, the traditional family shows," said Finestra. "I feel like I can do more of what I want to be doing in a movie. We're sort of old-fashioned in the kinds of shows we like to do, and this world has changed so much in just a few years." 20

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. TV sitcoms and their stars
   b. the end of *Home Improvement*
   c. the history of television
   d. the western
2. Which one of the following sentences best states the author's central idea?
   a. *Seinfeld* was the prototype of the post-modern sitcom.
   b. *Home Improvement* was a prime-time hit for eight years.
   c. The traditional family sitcom is disappearing from TV.
   d. There is still a demand for new-style family shows.
3. The author's primary purpose is to:
   a. entertain us with descriptions of early TV shows.
   b. inform readers about the many different types of TV programs.
   c. persuade viewers to protest against the end of *Home Improvement.*
   d. express his views about the end of *Home Improvement* and what it means.

Details

4. According to the author, all of the following but which one are traditional family sitcoms?
   a. *The Cosby Show*
   b. *The Simpsons*
   c. *Father Knows Best*
   d. *The Brady Bunch*
5. According to the author, the most successful family sitcom still on the air probably is
   a. *The Simpsons*
   b. *The Cosby Show*

c. *The Jeffersons*
d. *The Dick Van Dyke Show*

6. Singles dominate in all but which one of the following shows?
   a. *Friends*
   b. *Ally McBeal*
   c. *Everybody Loves Raymond*
   d. *The Drew Carey Show*
7. According to the author, which show was created to celebrate the American family?
   a. *The Cosby Show*
   b. *Home Improvement*
   c. *Seinfeld*
   d. *The Simpsons*
8. What is the organizational pattern in paragraphs 1 and 2?
   a. cause and effect
   b. generalization then example
   c. comparison and contrast
   d. sequence

Inferences

9. Which of the following best explains why traditional family sitcoms like *Home Improvement* are dying?
   a. These shows no longer attract large audiences.
   b. They cost too much to produce.
   c. Our ideas about the American family are changing.
   d. People are not interested in shows about families.
10. Based on the author's choice of words and examples you can conclude that his attitude toward *Home Improvement* is
    a. unfavorable
    b. favorable
    c. undecided
    d. mixed

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

proliferation
dysfunctional
prototype
poignant
affluent
maudlin
elegiac
premise
quirky
amoral

1. "Spare me the ______ details of this man's sad homelife," said the victim of his crimes.
2. Because of the ______ of the flu virus, if one person in an office gets it, others will be infected.
3. Children of ______ parents have advantages that children of poor parents do not.
4. When an automobile manufacturer announces that a new model is under development, car enthusiasts are eager to see the ______.
5. Although I liked the ______ of the new show, the script I read did not hold my interest.
6. What is ______ behavior to some may seem quite ordinary to others.
7. People who are ______ do whatever they want without caring whether others think it is right or wrong.
8. Watching the actor's ______ performance moved us and helped us identify with the character he portrayed.
9. For many students, receiving their diplomas during the graduation ceremony is both a joyful and ______ moment.
10. Children who come from ______ families, especially where abuse is involved, often have difficulty in school.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss your favorite TV programs. What are they? Why do you watch them? In what ways do these shows reflect your own life or that of contemporary America?
2. Discuss the author's premise that traditional family sitcoms like *Home Improvement* and *The Cosby Show* are dying. What reasons can you give for the decline in popularity of these shows? What do you think has or will replace them?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, how are changes in our idea of the family reflected in the media—in today's music, television shows, and movies? What controversies have developed from these changes?
4. Write about a TV program you have watched more than a few times. Explain how this show does or does not reflect your values.

SELECTION
18

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Do you own a cell phone? If so, where and when do you use it?
2. If you could write a list of good manners for cell phone users, what would they be?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

surreal (3) odd, dreamlike
prodded (5) stimulated or prompted to act
etiquette (5) rules of behavior and manners prescribed by society or authority
disconcerting (6) disturbing, upsetting
gorges (9) narrow passages having steep sides
gullies (9) deep ditches cut by running water
eyesores (9) things that are unpleasant or offensive to view
hail (10) to signal or call out
gulch (18) a small ravine, a narrow valley

Cell Phones Destroy Solitude of Wilderness

THE ASSOCIATED PRESS

Are cell phones a blessing or a curse? In this article, the authors examine a disturbing phenomenon: a day in the woods disrupted by the ringing of cell phones.

HIGH ABOVE THE TREES and surrounded by sky, the Adirondack peaks can seem far removed from the everyday world. 1

Unless, of course, the guy next to you is jabbering on his cell phone. 2

Such a **surreal** scene played out on Mount Marcy's summit in front of state forester Jim Papero. He remembers it well: "It was cold and windy. Beautiful. You could hear the wind whistling and everything, then this . . . he was talking to his stockbroker." 3

Cell-phone chatter, already common at restaurants and shopping malls, is heard more and more often in the wilderness. Hikers and campers are tapping into personal directories to ask directions and apologize for dinner delays, to bum rides and call in sick. 4

This is not amusing to many campers, hunters or others who appreciate nature's quiet. The problem has **prodded** New York environmental officials, who also worry about hikers using cell phones as lifelines, to promote phone **etiquette** in the wilderness. 5

"To be walking down a trail or expend the effort it takes to climb one of the high peaks, and to see someone on the telephone . . . it's **disconcerting,**" says Stu Buchanan, regional director of the state Department of Environmental Conservation. 6

There's no backwoods cell-phone epidemic just yet. But calls from the wild have become noticeable recently, now that wireless phones reach an estimated 74 million users nationwide. 7

What can be a mere irritant in civilization can be a lifesaver in the wild. Rescues have been launched after timely calls for help from remote areas. Even many "Ridge Runners," whose job is to help hikers on the Appalachian Trail, now carry cell phones. 8

Problem is, cell phones aren't reliable in the wild because cell towers tend to be far apart. Then there's the problem of getting a phone to work in **gorges, gullies** and other pockets amid peaks. It's a Catch-22 because efforts to build cell towers in remote areas are often opposed by locals and conservationists concerned about rural **eyesores.** 9

Even when phones can **hail** a signal in the backwoods, rescuers complain about trivial "emergencies." Rangers in New York report picking up the phone to hear hikers asking directions or complaining about sprained wrists. 10

Rick Donovan, owner of an outdoor gear store in the Berkshire hills at Great Barrington, Mass., has received cell-phone queries about how to light the camp stove. Or worse: "They're calling my store and asking me for a ride. What happened to the days of walking down the mountain?" 11

Baxter State Park in Maine has banned the use of cell phones on park grounds, as it had earlier excluded radios and cassette players. 12

Park naturalist Jean Hoekwater says the ban in part targets nuisance calls the likes of, "Honey? Guess what I'm in front of right now. A big moose!" 13

New York has no bans yet, but the state-sponsored effort to discourage frequent and nonemergency use of cell phones is to begin this summer with brochures, videos and trailhead postings. 14

Can education work? Michele Morris, senior editor of Backpacker magazine, calls it the key. She's hoping for new attitudes of self-reliance and consideration. 15

Stephen Jacobs, an associate professor of information technology at the Rochester Institute of Technology, predicts the problem will "auto correct" over time as more people consider it rude to ring. 16

Don't expect cell phones to disappear from the woods any time soon, though. A survey by Backpacker last year found cell phones a popular item on readers' "to buy" lists. 17

Meanwhile, some high-end cell phones can pull in signals from satellites, eliminating the need for towers. With the right equipment, even the deepest, most remote **gulch** can be just a phone call away. 18

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. the wilderness
    b. cell phones
    c. solitude
    d. etiquette
2. Which of the following sentences from the selection states the author's central idea?
    a. Paragraph 4, first sentence "Cell-phone chatter. . . ."
    b. Paragraph 7, first sentence "There's no. . . ."
    c. Paragraph 11, last sentence "What happened. . . ."
    d. Paragraph 17, first sentence "Don't expect. . . ."
3. The author's primary purpose is to:
    a. persuade readers to give up cell phones.
    b. express a feeling about nature.
    c. inform readers that a problem exists.
    d. entertain us with a wilderness tale.

Details

4. State forester Jim Papero heard a man talking on his cell phone to
   a. his wife.
   b. a friend.
   c. a park ranger.
   d. a stockbroker.
5. Efforts to build cell towers in remote areas are opposed by people who are concerned about
   a. excess noise
   b. gorges and gullies
   c. rural eyesores
   d. traffic
6. Cell phones are not reliable in the wild because
   a. batteries may run down.
   b. cell towers tend to be far apart.
   c. they are an eyesore.
   d. calls cannot be received from remote areas.
7. Which one of the following predicts that irritating cell-phone use will "auto correct" over time?
   a. Rick Donovan
   b. Jean Hoekwater
   c. Michele Morris
   d. Stephen Jacobs
8. What is the organizational pattern in paragraph 8?
   a. definition
   b. process
   c. generalization then example
   d. comparison and contrast

Inferences

9. Rescuers would consider all of the following as trivial emergencies except which one?
   a. a sprained wrist
   b. the need for directions
   c. a request for a ride
   d. a snake bite
10. In the wilderness, where do cell phones probably work best?
   a. in gorges
   b. along gullies

c. in a valley
d. on high ground

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

disconcerting
etiquette
eyesores
gullies
prodded
surreal
gorges
gulch
hail

1. This section of the city is littered with burned-out buildings, overflowing garbage dumpsters, and other ________.
2. Will's girlfriend reminded him that she had a birthday coming up, and that ________ him to buy her a gift.
3. Although it is easy enough to ________ a taxi, getting one to stop is harder.
4. The heavy rains caused flooding and dug ________ in the ground along roadways and through fields.
5. We visited a small western town that was just a ________ cut through the foothills.
6. When you are trying to concentrate on your driving, the sound of a horn honking can be ________.
7. If you are invited to dinner at the White House, it would be a good idea to brush up on the rules of ________ for formal dinners.
8. Although I like exploring caves, I've never felt comfortable squeezing through ________ in the rock.
9. If you've ever been to Mardi Gras, you know how ________ an experience it is to see the streets lined with huge floats and people dressed in strange costumes.

THINKING DEEPER

Ideas for discussion and writing

1. Do you agree with the authors that cell phones disturb the peace of the wilderness and other places? What are your views regarding cell phone use and misuse?

2. Discuss the concept of "etiquette." What are good manners today? What rules have changed? What rules are still important?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, the introduction of anything new into American culture brings with it new ideas and behaviors that may cause controversy. How has the use of cell phones and other pieces of new technology affected our public behavior?
4. Write about an annoying behavior by completing this sentence: *I wish people wouldn't. . . .* Explain your reasons.

SELECTION
19

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What is the meaning of IQ, and what do IQ tests measure?
2. What is a *meritocracy?* If you do not know, look up the word in a dictionary.
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

restructure (2)	to alter, to make a basic change
controversial (3)	arousing or causing a public dispute or argument
attribute (3)	a trait, quality, or characteristic
deficient (4)	lacking, inadequate, insufficient
endorsed (4)	approved, supported
disparaging (6)	belittling
curtailed (10)	cut short, limited
supplant (11)	replace, take the place of

The IQ Meritocracy

NICHOLAS LEMANN

Nicholas Lemann is a staff writer for the New Yorker. *In this selection he provides a brief history of IQ testing and discusses its implications.*

A FRENCHMAN, THE PSYCHOLOGIST Alfred Binet, published the first standardized test of human intelligence in 1905. But it was an American, Lewis Terman, a psychology professor at Stanford, who thought to divide a test taker's "mental age," as revealed by that score, by his or her chronological age to derive a number that he called the "intelligence quotient," or IQ. It would be hard to think of a pop-scientific coinage that has had a greater impact on the way people think about themselves and others. 1

No country embraced the IQ—and the application of IQ testing to **restructure** society—more thoroughly than the U.S. Every year millions of Americans have their IQ measured, many with a direct descendant of Binet's original test, the Stanford-Binet, although not necessarily for the purpose Binet intended. He developed his test as a way of identifying public school students who needed extra help in learning, and that is still one of its leading uses. 2

But the broader and more **controversial** use of IQ testing has its roots in a theory of intelligence—part science, part sociology—that developed in the late 19th century, before Binet's work and entirely separate from it. Championed first by Charles Darwin's cousin Francis Galton, it held that intelligence was the most valuable human **attribute,** and that if people who had a lot of it could be identified and put in leadership positions, all of society would benefit. 3

Terman believed IQ tests should be used to conduct a great sorting out of the population, so that young people would be assigned on the basis of their scores to particular levels in the school system, which would lead to corresponding socioeconomic destinations in adult life. The beginning of the IQ-testing movement overlapped with the eugenics movement—hugely popular in America and Europe among the "better sort" before Hitler gave it a bad name—which held that intelligence was mostly inherited and the people **deficient** in it should be discouraged from reproducing. The state sterilization that Justice Oliver Wendell Holmes notoriously **endorsed** in a 1927 Supreme Court decision (with the slogan "Three generations of imbeciles are enough") was done with an IQ score as justification. 4

The American IQ promoters scored a great **coup** during World War I when they persuaded the Army to give IQ tests to 1.7 million inductees. It was the world's first mass administration of an intelligence test, and many of the standardized tests in use today can be traced back to it: the now ubiquitous and obsessed-over SAT; the Wechsler, taken by several million people a year, according to its publisher; and Terman's own National Intelligence Test, originally used in tracking elementary school children. All these tests took from the Army the basic technique of measuring intelligence mainly by asking vocabulary questions (synonyms, antonyms, analogies, reading comprehension). 5

In 1958 a British sociologist named Michael Young coined the word "meritocracy" to denote a society that organizes itself according to IQ-test scores. That term too has entered the language, though it doesn't have quite the market penetration that IQ does—or the **disparaging** overtone that Young intended in his satiric fable *The Rise of* 6 *the Meritocracy, 1870–2033.* Terman and many other early advocates of IQ testing had in mind the creation of an American meritocracy, though the word didn't exist then. They believed IQ tests could be the means to create, for the first time ever, a society in which advantage would go to the people who deserved it rather than to those who had been born into it.

In order to believe this, though, you have to believe that merit and a score on an IQ test are the same thing. Long before IQ was invented, America prided itself on being a country without a class system, in which the talented and industrious would rise and be rewarded. The advent of intelligence tests did not dramatically affect the degree of social mobility in the U.S.—at least not enough for any change to show up in the social-science data. If IQ tests measure a trait that is genetic, and therefore inherited, or a trait that is culturally transmitted by parents and social class, they would, either way, be unlikely to upend the social order in every generation. And they haven't. 7

What they have done, though, is create a kind of mini-meritocracy for a few people who are very high in one ability. If you score in the top 1% on IQ tests, a system is in place in this country that is amazingly good at finding you and offering you access to a first-class education that can often lead to first-class job opportunities. People with very high IQs don't necessarily run the country; they do, however, usually have access to a privileged and protected position. 8

It was the use of IQ tests to limit the opportunities of most other people that led to the anti-IQ rebellion that broke out in the last third of the century. It was probably most intense in Britain, whose public schools at midcentury had adopted a particularly severe system of sorting by test at age 11. By 1971 the U.S. Supreme Court had banned the use of IQ tests in employment except in very rare cases. 9

But the point is not how much the use of IQ testing has been **curtailed** but how widespread it still is. IQ tests are more consequential in schools and the military, where large numbers of people have to be processed quickly, than they would be at work, where it's easier to demonstrate ability through performance over time. They also have a more pronounced effect on the lives of people who score very low or very high than on the lives of people in the middle. Still, it's hard to grow to adulthood in the U.S. without ever having taken an IQ-derived standardized test (any test that has words like "ability" or "aptitude" or "reasoning" in its name). In a country with an unusually decentralized education system in which you can't be sure who is studying what 10 where, IQ tests are the easiest way of making straight-up national comparisons.

What we've decided now is that we'll identify, assess and honor a much wider range of human abilities than just whatever it is that IQ tests measure. That's the theory. The practice is that IQ testing—cheap, consistent and established—is still ubiquitous. Even the attempts to **supplant** it pay IQ the tribute of accepting its frame of reference. We have got used to trying to understand what goes on inside people's head in terms of "intelligences" and "quotients," and there doesn't seem to be any way to put that particular horse back in the barn. 11

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the meaning of IQ
   b. test taking
   c. types of tests
   d. uses of IQ tests
2. Which of the following sentences best expresses the author's central idea?
   a. Every year, millions of Americans have their IQs measured.
   b. Early advocates of IQ tests believed that opportunities would be determined by test scores rather than birth.
   c. Our attitudes about IQ testing as a way to determine merit have changed, but testing is still widespread.
   d. IQ tests, once required of all students, have now been outlawed.
3. The author's primary purpose is to:
   a. entertain us with typical questions from IQ tests.
   b. inform readers that the IQ meritocracy exists.
   c. express his feelings about IQ testing in general.
   d. persuade readers that the IQ meritocracy is wrong.

Details

4. The person who came up with the idea of an IQ or "intelligence quotient" was
   a. Alfred Binet
   b. Lewis Terman

   c. Charles Darwin
   d. Francis Galton

5. The IQ is derived by
   a. assessing a person's mental ability.
   b. determining a person's age in years.
   c. calculating the number right on an IQ test.
   d. dividing mental age by chronological age.

6. A *meritocracy* as defined by British sociologist Michael Young is a society that
   a. places value on birth or ancestry.
   b. provides opportunities to all, regardless of ability.
   c. organizes itself according to IQ scores.
   d. judges people's abilities based on their performance.

7. According to the author, intelligence tests have not dramatically affected
   a. employment opportunities of most people.
   b. eligibility for college.
   c. the opportunities of British schoolchildren.
   d. social mobility in the U.S.

8. What is the organizational pattern in paragraph 6?
   a. comparison and contrast
   b. cause and effect
   c. definition
   d. process

Inferences

9. In theory, we acknowledge a wider range of abilities than IQ tests measure, but in practice we are still using IQ tests because:
   a. Other tests are not available.
   b. Employers rely on IQ scores.
   c. They are cheap and reliable.
   d. Most educators prefer them.

10. Those who object to IQ testing may believe that which one of Americans' rights or freedoms is being threatened?
    a. life and liberty
    b. pursuit of happiness
    c. freedom of movement
    d. equality of opportunity

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

controversial
disparaging
restructure
curtailed
deficient
attribute
supplant
endorsed

1. The board ______ Rosalinda's appointment as chair of the local arrangements committee for the upcoming conference.
2. Abortion and capital punishment may seem too ______ as topics for a research paper.
3. Owen's blood test results showed that he was ______ in several nutrients, so his doctor prescribed a special diet.
4. A good sense of humor is a desirable ______ in a mate.
5. Our new election process for student government officers will ______ the old one.
6. The agenda of some of our politicians is to ______ society according to their ideals.
7. People who drive drunk sooner or later will have their driving privileges ______.
8. No one likes to be the target of someone else's ______ remarks.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss this question with a partner or group, and be prepared to share your reasons with the rest of the class: Do you believe that academic opportunities and employment advantages should be available to anyone or only to those who meet certain qualifications?
2. Discuss this question with a partner or group, and be prepared to share your conclusions with the rest of the class: What do you think is the best way to determine who gets what in our society?
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, IQ testing has long been the subject of controversy. Discuss how IQ testing—or standardized testing of any kind—has affected your academic career. Do

you believe that test scores have either provided or limited your opportunities or others' opportunities? What seems to be the prevailing belief about IQ testing today, and have our ideas about IQ testing changed?

4. Write about a personal, academic, or career goal that is important to you. How will you achieve your goal? What stands in your way, if anything, and how will you overcome it?

SELECTION
20

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Do you believe that the tobacco industry is responsible for smoking-related illnesses?
2. What do you know about the lawsuits several states and the federal government have brought against the tobacco industry?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

blatant (2) Unpleasantly loud and noisy, offensive
deception (3) trick, the act of misleading
contends (3) asserts, maintains
poses (3) presents, puts forward
persistence (4) continuing effort despite setbacks
heartening (8) encouraging, strengthening
looming (9) coming into view in a threatening way

The War on Tobacco: Where There's Smoke, There's Money

DAVE BARRY

Dave Barry is a noted humorist and columnist for the Miami Herald. *His columns are widely syndicated, and he has published several books. In this selection, he suggests that something other than a concern for public health is behind the U.S. Justice Department's lawsuit against the tobacco industry.*

THERE IS BIG NEWS in the War on Smoking. The U.S. Justice Department has filed a lawsuit against the cigarette industry, boldly 1 charging that the industry was lying—and KNEW it was lying—when it claimed that it never had sexual relations with Monica Lewinsky.

2 Whoops! Wrong lie! The Justice Department is charging that for many years, the tobacco industry, on purpose, did not tell people that cigarettes were bad for them. To cite just one **blatant** example, on numerous documented occasions during the 1950s and 1960s, R.J. Reynolds deliberately failed to run an advertising campaign using the slogan: "Winston Tastes Good, AND Gives You Lung Cancer!"

3 As a result of this type of clever **deception,** the Justice Department **contends,** smokers did not realize that cigarettes were hazardous. This is undoubtedly true of a certain type of smoker; namely, the type of smoker whose brain has been removed with a melon scoop. Everybody else has known for decades that cigarettes are unhealthy. I have known many smokers, and I have never heard one say: "You know why I stick these unnatural wads of chemically processed tobacco into my mouth, set them on fire and suck hot gases deep into my lungs? Because I sincerely believe it **poses** no health risk!"

4 When I first experimented with cigarettes, as a young teenager in the early '60s, I knew they were unhealthy, because my dad, a heavy smoker, warned me of the dangers. "Son," he told me many times, "Hack hack hack haarrwwwGGGHHHHKK (spit)." But I tried cigarettes, anyway, because like all teenagers, I expected to live a minimum of 50,000 years, and I figured it was no big deal if I knocked a few centuries off the end. I thought that smoking would make me look older and more attractive to women—that I'd fire up an unfiltered Camel and, boom, I'd sprout muscles and vast quantities of body hair. Unfortunately, this did not happen, although I did manage, through **persistence** and hard work, to develop a cigarette habit that enabled me to spend the next 15 years smelling like a low-grade dump fire.

5 Eventually, I realized I had to kick my habit. This was before the development of nicotine patches, so I had to devise some other way to get my nicotine "fix" while I was quitting. The method I came up with was: cheating. So I continued to smoke cigarettes for several years after I quit. Then I finally got desperate and really did quit, using the "cold turkey" method, which gets its name from the fact that it is no more difficult than inserting a frozen 20-pound Butterball completely into your left nostril.

6 My point is that, when I smoked, I knew it was unhealthy, and so did every smoker I ever knew. Nevertheless, the Justice Department believes that we smokers were victimized by the tobacco industry, and so, on behalf of the federal government, it has filed a huge lawsuit

against the federal government for spending gazillions of taxpayer dollars to support the tobacco industry.

Whoops! Wrong again! In fact, the Justice Department is suing the tobacco industry for many billions of dollars. Needless to say, the tobacco industry would obtain this money by selling more cigarettes. In fact, the sale of cigarettes is the financial heart and soul of the War On Smoking. Cigarette companies are already selling cigarettes like crazy to pay for the $206 billion anti-tobacco settlement won by the states, which are distributing the money as follows: (1) legal fees; (2) money for attorneys; (3) a whole bunch of new programs that have absolutely nothing to do with helping smokers stop smoking; and (4) payments to law firms. 7

Of course not all the anti-tobacco settlement is being spent this way. A lot of it also goes to lawyers. And some money is actually being spent on educational campaigns that nag teenagers about smoking. As you would imagine if you have ever nagged a teenager, these campaigns are highly effective, provided that we define "effective" as "not effective." In fact, according to a University of Michigan study that I am not making up, the percentage of high-school seniors who smoke cigarettes has actually INCREASED in the past five years. This is **heartening** news, because it means that as older smokers die off, there will be fresh blood to support the War On Smoking. 8

The only danger I see **looming** ahead is that the tobacco industry will get tired of serving as the bag person for the anti-smoking effort and actually quit selling cigarettes. In that case, the only way to keep the anti-tobacco money flowing in would be for the various governments to join forces with the legal community and sell cigarettes directly to the public out of post offices. This would be similar to the way we've tackled the gambling problem in this country, which is to have the states run massive lottery operations. It makes perfect sense to me! Of course, I have a turkey up my nose. 9

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. smoking
   b. the tobacco industry
   c. the war on tobacco
   d. quitting smoking

2. Which of the following sentences best expresses the author's central idea?
   a. The U.S. Justice Department is engaged in a war with the tobacco industry and its officials.
   b. The war on tobacco is more about money than about any wrongdoing on the part of the tobacco industry.
   c. Like the war on drugs, the U.S. government's war on tobacco is doomed to failure.
   d. Despite the tobacco settlement, people are going to keep on smoking.
3. The author's primary purpose is to:
   a. express his views about the dangers of smoking.
   b. persuade readers that money, not concern for our health, is behind the war on tobacco.
   c. inform readers that the U.S. Justice Department has won a settlement against the tobacco industry.
   d. entertain us by making fun of the U.S. Justice Department's war on tobacco.

Details

4. The Justice Department's lawsuit charged that the tobacco industry
   a. forced young people to buy cigarettes.
   b. lied about the dangers of smoking.
   c. used illegal advertising tactics.
   d. made cigarettes available to minors.
5. As a teenager, the author tried smoking for all but which one of the following reasons?
   a. He was influenced by cigarette advertising.
   b. He was not afraid of cutting his life short.
   c. He believed that smoking would make him look older.
   d. He thought smoking would make him attractive to women.
6. The author eventually kicked the habit by
   a. using nicotine patches.
   b. cheating.
   c. quitting cold turkey.
   d. taking cold showers.
7. According to the author, the government's war on smoking is financed by
   a. taxpayers.
   b. cigarette advertising.

   c. the U.S. Justice Department
   d. the sale of cigarettes.

8. The sentences in paragraph 9 are related by
   a. process.
   b. sequence.
   c. comparison.
   d. definition.

Inferences

9. Based on the details in paragraphs 7 and 8, you can infer that the author's attitude toward lawyers is
   a. favorable
   b. unfavorable
   c. undecided
   d. objective

10. By calling the tobacco industry "the bag person for the anti-smoking effort" the author is making a comparison between the U.S. Justice Department and
    a. big business
    b. a drug cartel
    c. a state lottery
    d. organized crime

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

persistence deception looming poses
heartening contends blatant

1. In the long run, ______ pays off when it comes to studying and scoring well on tests.
2. Looking out across the ocean, we saw storm clouds ______ in the distance.
3. For a long time after the car had passed, we could still hear the ______ sounds of the boom box.
4. *The Talented Mr. Ripley* is a movie about a young man's ______ in assuming the identity of someone else.
5. Honesty is your best defense when someone ______ that you are cheating.

6. It was ______ to see all the cards and letters that my grandfather's friends had sent him when he was in the hospital.
7. When your instructor ______ a question, you must be prepared to answer.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss your views on smoking and the tobacco industry's responsibility to consumers. Do you agree or disagree that the tobacco industry should have been more straightforward about the hazards of smoking? Do you think that lawsuits against the tobacco industry serve the public or not?
2. Discuss the author's use of humor in this selection and its effect on the reader. What was your response to the selection? Do you think that a serious treatment of the subject would have been more or less effective? Explain your answer.
3. Discuss how this selection illustrates the Part 2 theme, *Rumblings in the Culture.* For example, until about the 1960s, smoking was considered acceptable behavior in the United States. Smoking was permitted in offices and restaurants. Airlines not only permitted smoking in flight but at one time flight attendants passed out complementary packs of cigarettes to passengers. Even the military included cigarettes with soldiers' C-rations. How have our cultural attitudes and values and even our laws regarding smoking changed? What reasons can you give to account for the change?
4. Think about your own youth and the efforts of parents, teachers, and others to discourage you from smoking. Which of their tactics worked? Which ones did not, and why? Explain your answer in writing.

Against All Odds

⁂

SELECTION
21

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What stories have your grandparents or other family members told you about their past?
2. What do you know or have read about the Jews who were sent to concentration camps during World War II?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

reflection (1)	careful consideration, mental concentration
transit (2)	passage, passing through or across
extermination (2)	getting rid of by complete destruction
coincidence (3)	events that are accidental but seem planned
typhus (5)	an infectious disease caused by fleas, lice, or mites
gruel (6)	a thin watery food made by boiling oats or another meal in water or milk
reassured (7)	restored confidence

I Saw Anne Frank Die

IRMA SONNENBERG MENKEL

In this selection, which the author wrote at the age of 100, she recalls her experiences in the Bergen-Belsen concentration camp where she was imprisoned by the Germans during World War II. The article appeared in Newsweek, *in 1997.*

I TURNED 100 YEARS OLD in April and had a beautiful birthday party 1
surrounded by my grandchildren, great-grandchildren and other family members. I even danced a little. Willard Scott mentioned my

name on television. But such a time is also for **reflection.** I decided to overcome my long reluctance to revisit terrible times. Older people must tell their stories. With the help of Jonathan Alter of *Newsweek*, here's a bit of mine:

I was born in Germany in 1897, got married and had two children 2
in the 1920s. Then Hitler came to power, and like many other Jews, we fled to Holland. As the Nazis closed in, we sent one daughter abroad with relatives and the other into hiding with my sister and her children in The Hague. My husband and I could not hide so easily, and in 1941 we were sent first to Westerbork, a **transit** camp where we stayed about a year, and later to Bergen-Belsen, a work and transit camp, from where thousands of innocent people were sent to **extermination** camps. There were no ovens at Bergen-Belsen; instead the Nazis killed us with starvation and disease. My husband and brother both died there. I stayed for about three years before it was liberated in the spring of 1945. When I went in, I weighed more than 125 pounds. When I left, I weighed 78.

After I arrived at the Bergen-Belsen barracks, I was told I was to be 3
the barracks leader. I said, "I'm not strong enough to be barracks leader." They said that would be disobeying a command. I was terrified of this order, but had no choice. It turned out that the Nazi commandant of the camp was from my home town in Germany and had studied with my uncle in Strasbourg. This **coincidence** probably helped save my life. He asked to talk to me privately and wanted to know what I had heard of my uncle. I said I wanted to leave Bergen-Belsen, maybe go to Palestine. The commandant said, "If I could help you, I would, but I would lose my head." About once every three weeks, he would ask to see me. I was always afraid. It was very dangerous. Jews were often shot over nothing. After the war, I heard he had committed suicide.

There were about 500 women and girls in my barracks. Conditions 4
were extremely crowded and unsanitary. No heat at all. Every morning, I had to get up at 5 and wake the rest. At 6 a.m., we went to roll call. Often we had to wait there for hours, no matter the weather. Most of the day, we worked as slave labor in the factory, making bullets for German soldiers. When we left Holland, I had taken only two changes of clothes, one toothbrush, no books or other possessions. Later I had a few more clothes, including a warm jacket, which came from someone who died. Men and women lined up for hours to wash their clothes in the few sinks. There were no showers in our barracks. And no bedding. The day was spent working and waiting. At 10 p.m., lights

out. At midnight, the inspection came—three or four soldiers. I had to say everything was in good condition when, in fact, the conditions were beyond miserable. Then up again at 5 a.m.

One of the children in my barracks toward the end of the war was Anne Frank, whose diary became famous after her death. I didn't know her family beforehand, and I don't recall much about her, but I do remember her as a quiet child. When I heard later that she was 15 when she was in the camps, I was surprised. She seemed younger to me. Pen and paper were hard to find, but I have a memory of her writing a bit. **Typhus** was a terrible problem, especially for the children. Of 500 in my barracks, maybe 100 got it, and most of them died. Many others starved to death. When Anne Frank got sick with typhus, I remember telling her she could stay in the barracks—she didn't have to go to roll call. 5

There was so little to eat. In my early days there, we were each given one roll of bread for eight days, and we tore it up, piece by piece. One cup of black coffee a day and one cup of soup. And water. That was all. Later there was even less. When I asked the commandant for a little bit of **gruel** for the children's diet, he would sometimes give me some extra cereal. Anne Frank was among those who asked for cereal, but how could I find cereal for her? It was only for the little children, and only a little bit. The children died anyway. A couple of trained nurses were among the inmates, and they reported to me. In the evening, we tried to help the sickest. In the morning, it was part of my job to tell the soldiers how many had died the night before. Then they would throw the bodies on the fire. 6

I have a dim memory of Anne Frank speaking of her father. She was a nice, fine person. She would say to me, "Irma, I am very sick." I said, "No, you are not so sick." She wanted to be **reassured** that she wasn't. When she slipped into a coma, I took her in my arms. She didn't know that she was dying. She didn't know that she was so sick. You never know. At Bergen-Belsen, you did not have feelings anymore. You became paralyzed. In all the years since, I almost never talked about Bergen-Belsen. I couldn't. It was too much. 7

When the war was over, we went in a cattle truck to a place where we stole everything out of a house. I stole a pig, and we had a butcher who slaughtered it. Eating this—was bad for us. It made many even sicker. But you can't imagine how hungry we were. At the end, we had absolutely nothing to eat. I asked an American soldier holding a piece of bread if I could have a bite. He gave me the whole bread. That was really something for me. 8

9 When I got back to Holland, no one knew anything. I finally found a priest who had the address where my sister and daughter were. I didn't know if they were living or not. They were. They had been hidden by a man who worked for my brother. That was luck. I found them and began crying. I was so thin that at first they didn't recognize me.

10 There are many stories like mine, locked inside people for decades. Even my family heard only a little of this one until recently. Whatever stories you have in your family, tell them. It helps.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. World War II
   b. Anne Frank
   c. the Jewish religion and traditions
   [✓ d.] memories of the concentration camps
2. What is the central idea of this selection?
   [✓ a.] The horrors of life in a concentration camp should not be forgotten.
   b. Many Jews were sent to be exterminated in concentration camps.
   c. Anne Frank died of typhus in a concentration camp.
   d. Being a barracks leader helped save the author's life.
3. The author's primary purpose is to
   a. express her viewpoint about war.
   [✓ b.] persuade older people to tell their stories.
   c. inform us about life in a concentration camp.
   d. explain what it is like to starve.

Details

4. A transit camp the author was sent to was
   a. Bergen-Belsen.
   [✓ b.] Westerbork.
   c. The Hague.
   d. Auschwitz.
5. The author was married around
   a. 1897.
   [✓ b.] 1920.

   c. 1941.
   d. 1945.
6. The author worked for the Nazis
   a. as a nurse.
   b. cooking food.
   c. sewing clothes.
   [✓ d.] making bullets.
7. At different times in the concentration camps, the author had all but which one of the following to eat?
   a. bread
   b. coffee
   [✓ c.] meat
   d. soup
8. The organizational pattern in paragraph 2 is
   [✓ a.] sequence.
   b. comparison and contrast.
   c. cause and effect.
   d. definition.

Inferences

9. One reason that the author may not have wanted to talk about her story is that
   a. her children were not interested.
   b. she could not remember what happened.
   [✓ c.] it would bring back terrible memories.
   d. she had no one to encourage her.
10. Which of the following is the most likely reason that the author was ordered to be barracks leader.
   a. The Nazis thought she had leadership capabilities.
   b. The other prisoners wanted her for their leader.
   c. She was stronger than most of the others.
   [✓ d.] The commandant knew her family and wanted to help her.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

extermination
coincidence
reflection
reassured
transit
typhus
gruel

reflection 1. At first, Barbara's grandmother, Amanda Burton, did not want to tell her story, but on _______, she decided that she would.

gruel 2. At the orphanage where she grew up, the children were fed _______ and little else.

typhus 3. Some of the children in the orphanage died of _______ as a result of the unsanitary conditions.

extermination 4. When Amanda was a young woman, she took a job with a company whose business was the _______ of mice and insects.

transit 5. She spent several hours each day in _______ from home to work.

coincidence 6. By an amazing _______, Amanda met a woman who turned out to be her long-lost sister.

reassured 7. The meeting _______ both women that they had a family after all and were not alone in the world.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss what the Holocaust means to you. What do you know about this historical event?
2. Do you think people who have endured great suffering should be encouraged to tell their stories? Do you believe that it is important to remember terrible events? Why or why not? What other stories and memories should older people be encouraged to tell their children and others?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, 6 million Jews were killed in concentration camps. That anyone survived was against all odds. But there were survivors, some of whom are still living today. Discuss any Holocaust survivors' stories that you have heard or read about. What else do you know of people who have survived the horrors of war? How have they overcome or learned to live with these experiences?
4. Write about a story from your past that you would like to pass on to your children.

SELECTION
22

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you remember about your first day at school?
2. Was your first-day experience good or bad, and why?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

defiance (2)	resistance to force or authority, open hostility
counsel (2)	advice, guidance
defective (3)	faulty, abnormal
explicitly (4)	fully and clearly expressed
illiterate (5)	unable to read or write, having no formal education
naught (6)	nothingness, nonexistence, insignificant
vaguely (9)	not clearly expressed, indistinctly
precariously (9)	dangerously
cascaded (9)	fell, tumbled
resolve (13)	determination, firmness of purpose

Back to School

TOM BODETT

The first day of school is a traumatic experience for some children. For others it is a time of great expectations. In this selection the author remembers his first day at school. Tom Bodett has been a commentator on National Public Radio's "All Things Considered" and the host of "The End of the Road Review," a radio variety show. He is the author of several books, including Small Comforts, *from which this selection is taken.*

From *Small Comforts* by Tom Bodett. Copyright © 1987 by Tom Bodett. Reprinted by permission of Perseus Books Publishers, a member of Perseus Books, L.L.C.

HE COULDN'T HAVE WEIGHED much more than his new raincoat. It was so new, in fact, that it wouldn't let his arms hang the way they should. They stuck out from his sides at an odd angle, and he could no more scratch his nose than he could turn his head strapped into the hood. He stood stiffly beside the road and watched me coming from a long way. As I passed him he looked at me with his lip curled under his front teeth in fear. 1

When I found him again in my rear-view mirror, I saw it wasn't me he'd been looking at at all, but the big yellow school bus behind me. "Oh, that's right," I thought. "First day of school." I wanted to turn around and go comfort him, but was called off by something remembered in his expression. Yes, the kid was scared, but his eyes were fixed on the bus with such **defiance** that I knew he didn't need any **counsel.** He was going through with it. Brave as any soldier, he was going to get on that bus for the very first time. I drove on while a similar bus in a similar rain charged out of my memory in fourth gear. 2

I hadn't been to kindergarten. That's what had me worried. I knew my colors and I could count past a hundred, but I couldn't spell at all. My mother assured me I didn't need to spell to go to first grade. That's what they wanted to teach me. But I wasn't so sure. My older brother was way up in the third grade, and he could spell like crazy. He had me convinced I was a mental **defective** and the nuns at our small parochial school would serve me for hot lunch the first day if I didn't get my act together. 3

Determined to measure up, I asked my brother what it took to spell. "Lots of paper and some pencils," he said. The pencils were covered. I'd already sharpened the life out of all three fat number ones in my Roy Rogers pencil box, and their big pink erasers were good and broken in. It was the paper that had me worried. Mom had told me the school would give me what I needed, but I couldn't trust her. She wasn't going to school, and my brother, who was, had **explicitly** mentioned paper. So I stole the whole stack of typing paper from the kitchen drawer and slipped it under my brand-new yellow raincoat. 4

Standing by the mailboxes with my brother, I was probably as scared as I ever have been since. Six years old and functionally **illiterate.** Buckled into an impossible raincoat I wasn't sure I could find my way out of without maternal assistance. The only thing I had going for me was a Roy Rogers pencil box, a Davy Crockett lunch pail, and over four hundred sheets of stolen typing paper. The hardest thing I ever did in my life was step onto that bus. 5

I'd like to be able to say that all my worrying was for **naught,** but it wasn't. Actually, as I reached this mythical place called Saint Sebastian's Elementary, my worst fears were realized. 6

Upon approaching the first-grade classroom I was greeted by Sister Antonio. I'd never been so close to a nun before and wasn't sure just how to act. When she smiled and said "Good morning," it was as if a burning bush had spoken. Until that moment I had never heard a nun speak. My only experience of them had been watching them in church in their mysterious black-and-white robes. I had some twisted notion that they were all related to Saint Peter—a good friend of Jesus'—and none of these people were to be taken lightly. I nearly swallowed my tongue as I stumbled past her into the room. That's where the real trouble started. 7

All the desks were in neat rows, and each one had a little folded card on top. "Find the desk with your name on it and take your seat, Tommy," I heard her say from the door. Other kids I'd never seen before were gracefully finding their places and admiring their name cards. I didn't even know what my name looked like. I stalled around the aisles until there were only two empty seats. Taking my best shot, I marched up, plopped down my Davy Crockett lunch pail, and collapsed with relief into Tammy Beech's chair. 8

The details are fuzzy from there, but I think I was found out during roll call. I **vaguely** remember Sister Antonio looming over my desk and saying something like, "You don't even know your own name?" This was the last thing I needed pointed out in the presence of my very first peer group. Still in my raincoat, I clumsily got out of my chair and dislodged the four hundred–odd sheets of paper that were **precariously** stashed underneath. They **cascaded** across the floor in an impressive display and proceeded to soak up the mud and water left by thirty first-graders. First-graders being how they are about wiping their feet, it's a good thing I brought as much paper as I did. 9

To say I could've died would be an understatement. I blushed so hard my ears rang. The thing I remember most about picking up that paper was the presence of the burning bush right behind me in eternal silence, the cruel giggles of my classmates, and the pounding of my broken little heart. 10

Of course, I lived through all this and went on to finish my first year of school. I got used to Sister Antonio and, believe it or not, she even taught me how to spell. I was never served up for hot lunch, and I played Joseph in the Christmas play. 11

12 All these memories came back to me when I passed that little guy on the road. All the fear and uncertainty that come with a strange new land. All the pain and humiliation that go with screwing it up. And everything we learn in the process. It never stops, and it never seems to get any easier.

13 I must say, though, how encouraged I was by that small face along the road. Biting his lip in terror, but with pure **resolve** in his eye, he reminded me all over again of the best lesson I ever learned. If you want to go somewhere, you gotta get on the bus.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. education
    b. teaching
    c. problems in school
    [✓ d.] first day at school
2. What is the central idea of this selection?
    a. Education is the most important life experience a child can have.
    b. Parochial schools differ from public schools in a number of important ways.
    [✓ c.] Looking back on the first day of school reminds us of the fear we felt and the lessons learned.
    d. Children today use many of the same school supplies as did children of the past.
3. The author's primary purpose is to
    a. express what it was like to be a first grader.
    b. Persuade us to make the first day of school easier for kids.
    c. inform us about what first grade is like in a parochial school.
    [✓ d.] entertain and amuse us with his memories of the first day of school.

Details

4. Before the author went to first grade, he did not know
    a. colors
    b. numbers
    c. how to write
    [✓ d.] how to spell

5. The author had everything he needed for the first day of school except
   a. pencils
   [✓ b.] paper
   c. pencil box
   d. lunch pail
6. By the end of first grade, the author says he had done all of the following except which one?
   a. He learned how to spell.
   b. He played Joseph in the Christmas play.
   [✓ c.] He joined the school choir.
   d. He got used to Sister Antonio.
7. Looking back on his first day of school, the author says that he remembers all of the following except which one?
   [✓ a.] his classmates' names
   b. the fear and uncertainty
   c. his classmates' giggles
   d. the pounding of his heart
8. The organizational pattern in paragraph 3 is
   a. definition.
   [✓ b.] cause and effect.
   c. comparison and contrast.
   d. sequence.

Inferences

9. The author could not find the right seat because
   a. there were not enough desks.
   b. the nun frightened him.
   c. he did not know his own name.
   [✓ d.] he could not read.
10. Which of the following sayings means about the same thing as "If you want to go somewhere, you gotta get on the bus."
   a. Nothing ventured, nothing gained.
   [✓ b.] You have to start somewhere.
   c. Time and tide for no man wait.
   d. Opportunity strikes once.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

precariously defective vaguely naught
illiterate defiance resolve
explicitly cascaded counsel

precariously
1. The high diver balanced _______ on his toes before plunging into the pool.

illiterate
2. Despite the fact that education is available for everyone in the United States, many people are still _______ .

defective
3. This electric pencil sharpener must be _______ because I cannot make it work.

defiance
4. The angry driver shook his hand in _______ at the flagger who was directing traffic during road construction.

resolve
5. Marta had been having trouble outlining her research paper, but with new _______ she tried again.

cascaded
6. After the spring thaw, waterfalls _______ down the mountainside.

counsel
7. When you are struggling with a problem, it may help to seek the _______ of those who have had experience.

explicitly
8. Before trying to assemble the toy, read the directions, which are _______ stated on the box.

naught
9. Although the time you spend studying may seem for _______ , when you score high on a test, you know it was worth it.

vaguely
10. If you only _______ understand what a lecturer is saying, you will have a hard time deciding what notes to take.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss what the author means by "If you want to get somewhere, you gotta get on the bus." Do you think this is good advice? Why or why not?
2. Compare your first day at school with the author's first day. What similarities and differences do you see? Discuss first-day or first-time experiences in general, for example, your first day at college or your first day at work. What do they all have in common? What

kinds of lessons do we learn from first-day or first-time experiences?

3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds*. For example, put yourself in the place of a child going to school for the first time. Getting on the bus, as the author suggests, is a big step. In taking it, the child beats the odds in the sense that he or she overcomes fear and finds self-confidence. Throughout school, what are some other big steps we take—either academically or socially—that help us beat the odds, or not?
4. In the last paragraph, the author says that seeing the little boy waiting for the bus made him remember all over again the best lesson he ever learned. Write about the best lesson you ever learned in school.

SELECTION
23

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Are you a smoker or a nonsmoker?
2. Have you ever tried to quit smoking? Describe your experience.
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

raging (2)	moving or speaking with great violence or anger
grope (9)	to search blindly or uncertainly
intervals (10)	amount of time between events
oxygenate (12)	treat, combine, or infuse with oxygen
combatting (12)	fighting, opposing
vivid (13)	bright, lifelike, realistic
abstinence (13)	self-denial, the act of refraining from indulging an appetite

How I Quit Smoking, If I Really Did

HELEN PARRAMORE

Helen Parramore retired from Valencia Community College as a humanities professor. In this selection, she explains her struggles with a smoking habit. The selection ran in The Orlando Sentinel's *"My Word" column in April 1998.*

On Aug. 27, 1967, at 3:30 in the afternoon, with my five kids in the station wagon on the way to the pound to pick out a puppy in Gainesville, I quit smoking. 1

The only other date I remember with certainty is 1066, when the Battle of Hastings occurred. That's because my high-school history teacher had a raging fit in class one day, quite as memorable as the 2 battle itself, when everyone missed the question on a test. In my mind, quitting smoking is associated with the Battle of Hastings.

In 1967, everybody smoked. Nobody talked about quitting. I don't know why I thought I should. Nobody encouraged me. I had quit six or seven times before this memorable date, but that was the *last* time I quit. 3

To do it, I had to figure out how to live in a world of smokers. 4

How could I take a coffee break without a cigarette? 5

How could I keep others from blowing smoke in my face? 6

Would I never be able to have a drink or socialize with friends? 7

After dinner in the evening or when chatting on the phone, what could I do instead of smoking? 8

I chose Life Savers. I had to **grope** to find the roll in my purse, then unravel the wrapper, offer one to a friend, pry one loose and pop it into my mouth. I had to suck, then wrap up the rest and put the roll away. The sugar gave me a little lift and reward—the same motions and effects of smoking. 9

I learned that my craving was as predictable as the clock. Every 20 minutes, when I wanted to smoke, I popped a Life Saver and promised myself to wait 10 minutes. Ten minutes later, I had forgotten about it and was content until the craving hit again. So, actually, I quit smoking forever in 10-minute **intervals.** 10

In the following weeks, the time between cravings gradually increased. Every time I waited, I gained a few seconds. Within three months, cravings were down to about four times a day—a manageable problem. 11

I began bicycling and swimming because I found that physical exercise eased my cravings. Years later, I read that exercise gets rid of the sticky, brown gunk that coats the lungs of smokers and helps **oxygenate** our body and brains. Exercise is a natural "upper." Without knowing what I was doing, I was **combatting** the depression that accompanies withdrawal while helping my lungs to heal. 12

After the worst was over, I began having **vivid** dreams about smoking. In these dreams, I would light a cigarette, telling myself I could have one occasionally. Then I would light another and another, and I would see that both of my hands held a full pack of cigarettes. I awoke from these dreams depressed and confused. Had I really quit? Or had I lied to myself all along? I still occasionally have that dream—a reminder to myself that, despite 31 years' **abstinence,** I am still a smoker. 13

If you've tried to quit and can't, try again. Remember, nobody does it the first time. You're battling true addiction. It isn't easy, but you can do it 10 minutes at a time. 14

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. addiction
   b. bad habits
   [✓ c.] smoking
   d. cigarettes

2. Which one of the following best expresses the author's central idea?
   a. I quit smoking at 3:30 p.m. on August 27, 1967.
   [✓ b.] In the 1960s, smoking was accepted behavior.
   c. Smoking, like drinking, is a true addiction.
   d. Quitting smoking is a battle I must keep fighting.

3. The author's primary purpose is to
   a. inform us about the effects of smoking.
   b. entertain us with the ways others have quit smoking.
   [✓ c.] persuade smokers to keep trying to quit.
   d. express how difficult it is to quit smoking.

Details

4. Why did the author quit smoking in 1967?
   a. Everybody smoked in 1967.
   b. Her friends encouraged her to quit.
   c. She had quit in the past.
   [✓ d.] She says she does not know why.

5. To live in a world of smokers, the author had to figure out how to do all of the following except which one?
   [✓ a.] continue smoking when under stress.
   b. Take a coffee break without a cigarette.
   c. Keep others from blowing smoke in her face.
   d. Have a drink or socialize without a cigarette.

6. To quit smoking, the author tried all of the following methods except which one?
   a. eating Life Savers
   b. bicycling
   c. swimming
   [✓ d.] nicotine patches

7. The author says that the time between cravings for cigarettes
   [✓ a.] gradually increased.

- b. occurred every 20 minutes.
- c. stopped after 10 minutes.
- d. stopped altogether.

8. The overall organizational pattern in this selection is
   - a. definition: the author explains what addiction means.
   - b. cause and effect: the author explains the dangers of smoking.
   - c. comparison and contrast: the author compares smoking with alcohol addiction.
   - [✓ d.] process: The author explains how she quit smoking.

Inferences

9. When the author says that she is still a smoker after 31 years of abstinence, she means that she
   - a. has not really quit.
   - b. does not want to quit.
   - [✓ c.] still has cravings.
   - d. does not know why she should quit.
10. When the author says you can stop smoking "10 minutes at a time" she probably means that
    - a. you can never stop smoking.
    - [✓ b.] you will always be battling your addiction.
    - c. it takes 10 minutes to stop smoking.
    - d. eventually, the cravings will stop.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

abstinence
combatting
oxygenate
intervals
vivid
grope
raging

1. The tornado was ______ outside, rooting up trees and houses off their foundations. raging
2. Smoking interferes with your lungs' capacity to ______ the blood. oxygenate
3. Tourists visit New England in the fall to see the ______ leaves and enjoy the cool weather. vivid
4. Because the rain fell off and on, we were able to walk to the library during one of the ______. intervals
5. In the dark, I had to ______ for the light switch. grope

abstinence 6. A smoker's lungs will heal themselves after a long ______ from smoking.

combatting 7. If you do not get enough sleep, you will be spending most of your time in class ______ the urge to doze.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss various forms of addictive behavior, including smoking. What are some of the reasons that people engage in addictive behavior?
2. Discuss the steps in the process the author went through to quit smoking. How does her experience compare either to your own or to that of someone you know who has tried to quit smoking?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds*. For example, the author suggests that battling addiction may be a lifelong process, which means that those who succeed do so against all odds. What success stories do you know about people who battled their addictions and won?
4. Have you ever tried to break a habit or battled an addiction? Were you successful? What strategies did you use? Write about your experience.

SELECTION
24

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Do you know or can you imagine what it would be like to be blind?
2. What are some of the things you do as a sighted person that you would not be able to do if you were blind?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

hemorrhaged (3) bled excessively
mannequins (4) models of the human body, dummies for displaying clothes
fainthearted (4) timid, lacking courage
eerie (5) causing fear or uneasiness, mysterious
hapless (7) luckless, unfortunate
misconstrued (8) misunderstood
patronizing (8) looking down on, condescending
exotic (10) unusual, different, intriguing
interloper (11) one that interferes with the affairs of others
ricochet (14) to rebound at least once from a surface

Navigating My Eerie Landscape Alone

JIM BOBRYK

Jim Brobryk is a California writer and executive. In this selection from Newsweek, *March 8, 1999, he explains what it is like to lose his sight.*

Now, as I stroll down the street, my right forefinger extends five feet in front of me, feeling the ground where my feet will walk. 1

Before, my right hand would have been on a steering wheel as I went down the street. I drove to work, found shortcuts in strange cities, picked up my two daughters after school. Those were the days when I ran my finger down a phone-book page and never dialed Information. When I read novels and couldn't sleep until I had finished the last page. Those were the nights when I could point out a shooting star before it finished scraping across the dark sky. And when I could go to the movies and it didn't matter if it was a foreign film or not. 2

But all this changed about seven years ago. I was driving home for lunch on what seemed to be an increasingly foggy day, although the perky radio deejay said it was clear and sunny. After I finished my lunch, I realized that I couldn't see across the room to my front door. I had battled glaucoma for 20 years. Suddenly, without warning, my eyes had **hemorrhaged.** 3

I will never regain any of my lost sight. I see things through a porthole covered in wax paper. I now have no vision in my left eye and only slight vision in my right. A minefield of blind spots make people and cars suddenly appear and vanish. I have no depth perception. Objects are not closer and farther; they're larger and smaller. Steps, curbs and floors all flow on the same flat plane. My world has shapes but no features. Friends are **mannequins** in the fog until I recognize their voices. Printed words look like ants writhing on the pages. Doorways are unlit mine shafts. This is not a place for the **fainthearted.** 4

My cane is my navigator in this **eerie** landscape. It is a hollow fiber-glass stick with white reflector paint and a broad red band at the tip. It folds up tightly into four 15-inch sections, which can then be slipped into a black holster that attaches to my belt with Velcro. 5

Adults—unless they're preoccupied or in a hurry—will step aside without comment when they see me coming. Small children will either be scooped up apologetically or steered away by their parents. Only teenagers sometimes try to play chicken, threatening to collide with me and then veering out of the way at the last moment. 6

While I'm wielding my stick, strangers are often afraid to communicate with me. I don't take this personally—anymore. Certainly they can't be afraid that I'll lash at them with my rod. (Take *that,* you **hapless** sighted person! Whack!) No, they're probably more afraid *for* me. Don't startle the sword swallower. Don't tickle the baton twirler. 7

The trick for the sighted person is to balance courtesy with concern. Should he go out of his way or should he get out of the way? Will his friendliness be **misconstrued** by the disabled as pity? Will an offer of help sound **patronizing?** These anxieties are exaggerated by not knowing the etiquette in dealing with the disabled. A sighted person 8 will do nothing rather than take the risk of offending the blind. Still, I refuse to take a dim view of all this.

9 When I peer over my cane and ask for help, no one ever cowers in fear. In fact, I think people are waiting for me to give them the green light to help. It makes us feel good to help.

10 When I ask for a small favor, I often get more assistance than I ever expect. Clerks will find my required forms and fill them out for me. A group of people will parade me across a dangerous intersection. A salesclerk will read the price tag for me and then hunt for the item on sale. I'm no Don Juan, but strange (and possibly **exotic**) women will take my hand and walk me through dark rooms, mysterious train stations and foreign airports. Cabbies wait and make sure I make it safely into lobbies.

11 It's not like it's inconvenient for friends to help me get around. Hey, have disabled parking placard—will travel. Christmas shopping? Take me to the mall and I'll get us front-row parking. Late for the game? *No problema.* We'll be parking by the stadium entrance. And if some inconsiderate **interloper** does part in the blue zone without a permit, he'll either be running after a fleeing tow truck or paying a big fine.

12 Worried about those age lines showing? Not with me looking. Put down that industrial-strength Oil of Olay. To me, your skin looks as clear and smooth as it was back in the days when you thought suntanning was a good idea.

13 So you see, I'm a good guy to know. I just carry a cane, that's all.

14 None of this is to make light of going blind. Being blind is dark and depressing. When you see me walking with my cane, you may think I'm lost as I **ricochet** down the street. But you'll find more things in life if you don't travel in a straight line.

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   - a. disabilities
   - [✓ b.] blindness
   - c. traveling
   - d. solitude
2. Which of the following best states the author's central idea?
   - a. Various organizations exist to help the blind.
   - b. Blindness has several causes.

[✓ c.] My life changed when I became blind.
d. Strangers are afraid of helping the blind.

3. The author's primary purpose is to
   a. persuade readers to help those who are blind.
   b. entertain us with stories of famous blind people.
   [✓ c.] express what his life is like now that he is blind.
   d. inform us of the many things we can do to help the blind.

Details

4. The author is completely blind in
   [✓ a.] the left eye.
   b. the right eye.
   c. both eyes.
   d. neither eye.
5. His navigator is
   a. his daughter.
   b. any stranger.
   [✓ c.] his cane.
   d. a seeing-eye dog.
6. Since his hemorrhage, his vision has changed in all but which one of the following ways?
   a. He has no depth perception.
   [✓ b.] People's features are distinct.
   c. Steps, floors and curbs are on the same flat plane.
   d. He has blind spots.
7. According to the author, sighted people should learn to
   a. ignore blind people.
   b. go out of their way to help.
   c. get out of the blind person's way.
   [✓ d.] balance courtesy with concern.
8. In paragraphs 4 and 5, the author's details are mainly
   a. reasons
   [✓ b.] descriptions
   c. steps in a process
   d. time markers

Inferences

9. As he says, the author is "a good guy to know" for all of the reasons except
   a. he has a disabled person's permit.
   b. he can get you front-row parking.

c. he does not inconvenience his friends.
[✓ d.] he knows exactly how old you are.

10. When the author says in paragraph 8 "I refuse to take a dim view of all this" he is
[✓ a.] showing that he has a sense of humor.
b. suggesting that sighted people are inconsiderate.
c. revealing his feelings of anger and frustration.
d. asking for the reader's pity.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

fainthearted
misconstrued
hemorrhaged
patronizing
mannequins
interloper
ricochet
hapless
exotic
eerie

1. On our trip to Asia, we visited many ________ places. exotic
2. Who is this ________ who keeps trying to break in line? inter loper
3. Chris served the ping-pong ball and watched it ________ off the table. ricochet
4. I am sorry for the mistake; I must have ________ your meaning. misconstrued
5. After her fall, Nancy's nose ________ and her friends took her to the emergency room. hemmoroged
6. The hurricane's ________ victims were overwhelmed by the help strangers offered. hapless
7. Sports like mountain climbing and white-water rafting are not for the ________. fainthearted
8. As a sign that spring was coming, the store ________ were all dressed in pastel colors. mannequins
9. Don't take that ________ attitude with me; I can do this project as well as you can. patronizing
10. Being in the deep woods on a moonless night is ________ because you literally cannot see your hand in front of you. eerie

THINKING DEEPER

Ideas for discussion and writing

1. Discuss the author's views about sighted people and their treatment of him. If necessary, read again paragraphs 7 through 10.

Using what the author says as an example, what lessons can we all learn about communicating with and getting along with those who have any disability?

2. Discuss the author's use of descriptive details and humor. Identify specific paragraphs or sentences where the details seem especially vivid or the author's sense of humor is displayed. Why do you think the author chose these details? What effect do they have on the reader, and how do they suit the author's purpose?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, what legislation and attitude changes have improved life and working conditions for the disabled? What more needs to be done to help them beat the odds?
4. Using this selection as an example, write about your own attempts to cope with a disability or to help someone who is disabled—either a friend or a family member. Or write about a disabled person you admire.

SELECTION
25

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Who are some athletes you admire and why?
2. In what sports have female athletes excelled?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

psyched (2)	analyzed, figured out
collective (2)	of, relating to, or made by a number of people acting as a group
glorious (2)	wonderful, delightful, magnificent
impact (3)	effect, impression, consequence
random (3)	having no specific pattern, purpose, or objective
fathom (3)	to penetrate to the meaning or nature of, comprehend

A Whole New Ball Game

BRANDI CHASTAIN

The women of the U.S. soccer team won the World Cup in the summer of 1999. Brandi Chastain took the winning shot. In this selection, she comments on what the win means to women in particular and to sports in general.

LAUREN GREGG, THE TEAM'S assistant coach, came up to me and asked me if I wanted to take a penalty kick. My first thought was, "Of course I do." Then I wondered in my head, "Why is she asking me this?" I had missed a penalty kick with my right foot against China in March. Lauren said, "You can take one, but you have to take it with your left foot." After the March game I had started kicking with my left foot. It felt pretty good. It was a no-brainer. But I didn't know what order the five of us were going to shoot. Maybe she told me and I missed 1 it because I was so excited; I didn't realize until the fourth penalty kick that I was last.

With each kicker I grew more confident. Back in March, the goalkeeper had **psyched** me out; as I walked up to take the kick, she smiled and winked. So as I walked up to the ball this time, I kept saying to myself, "Don't look at her, don't look at her." From the moment I got the ball from the referee, I never once looked up at the goalkeeper. It is the most incredible feeling how alone and quiet you can feel in front of 90,000-plus people. I think they all took a **collective** inhale, waiting to see what happened. I felt like I was the only one there. It happened so fast but in slow motion. When I hit the ball it was all slow. By the time I could lift my head up the ball was hitting the net. Then it hit me: We just won the World Cup! It's the most **glorious,** the most beautiful, the most intense feeling you could imagine. I let out this scream of relief and satisfaction and pride. 2

This has been the craziest time of my life—everywhere we go, people constantly coming up and talking about the World Cup. Recently I was doing a sponsor appearance and working with a big executive from Sweden. We're walking into a hotel in Orlando—I'm in street clothes—and he's talking about how the '94 Women's World Cup, held in Sweden, didn't have much **impact.** I'm telling him he should have seen the stadiums this summer and how we can barely go anywhere anymore. As the words come out of my mouth, this guy yells down from a railing three floors up in the hotel: "Hey Brandi, what's up with the shirt?" How **random** is that? I waved. Then I just looked at this guy from Sweden who couldn't **fathom,** until that moment, women's soccer making that much of an impact. And I smiled. 3

We've had so many moms and kids coming up to us saying, "You've changed my life and changed the face of women's athletics." They say, "You've really changed history." People ask, "What type of legacy are you leaving?" I don't believe I can answer that now. I think five or 10 years down the road, we'll know. But I think the greatest impact we'll have is when boys see women athletes and don't think twice about them, just "Of course girls play sports." 4

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the U.S. soccer team
   b. women's sports

[✓ c. winning the World Cup]
d. soccer

2. Which of the following choices best states the central idea of the selection?
   [✓ a. Women athletes are changing our ideas about sports.]
   b. Athletic contests are still dominated by men.
   c. The World Cup is an international event.
   d. Soccer is one of the sports in which women excel.

3. The author's *primary* purpose is to
   a. inform readers about women's contributions to the field of sports.
   b. entertain readers with great moments in World Cup history.
   c. persuade readers that young girls should be encouraged to become athletes.
   [✓ d. express what winning the World Cup means to her and others.]

Details

4. The author says that winning the World Cup felt
   a. lonely
   b. strange
   [✓ c. glorious]
   d. incredible

5. The team's assistant coach told the author to take the penalty kick with her left foot because
   a. she kicked better with her left foot.
   [✓ b. she had missed a penalty kick with her right foot.]
   c. Her right foot was injured.
   d. Her left foot was stronger.

6. In 1994, the Women's World Cup was held in
   a. Australia
   b. the United States
   c. China
   [✓ d. Sweden]

7. The author says that her team will have its greatest impact when
   a. women's athletics are improved.
   b. sports change women's views about themselves.
   [✓ c. boys don't think twice about women as athletes.]
   d. women's and men's teams compete with each other.

8. The author's details are mainly
   a. reasons why women's athletics are gaining international popularity.

[✓ b.] descriptions of her winning kick and last moments of the game.
c. facts about World Cup winnings.
d. examples of famous female athletes.

Inferences

9. In paragraph 1 the author says "I didn't know what order the five of us were going to shoot." Why was the order important?
   a. She had hoped that she would be first.
   b. She had missed a penalty kick against China.
   c. If first, she would not have to kick again.
   [✓ d.] If last, her shot could win or lose the game.
10. What convinced the executive from Sweden (paragraph 3) that women's soccer is making an impact on the world of sports?
   [✓ a.] a man who recognized Brandi out of uniform.
   b. the success of the 1995 Women's World Cup in Sweden.
   c. how Brandi's team can barely go anywhere anymore.
   d. the stadiums that were packed in the summer.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

collective glorious psyched random impact fathom

impact 1. Molly hoped that her speech would have the ______ she desired and move listeners to write their representatives about saving the redwoods.

collective 2. During the fireworks display, the audience gave a ______ Oh! as each rocket exploded.

fathom 3. Considering the dangers of using crack cocaine, it is hard to ______ why anyone would try it.

glorious 4. The ______ colors of the sunset on the beach left us speechless.

psyched 5. Most athletes take time to get ______ up before a big game or contest.

random 6. Numbers will be chosen at ______ and prizes will be awarded accordingly.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss as many high-profile women athletes as you can think of who are changing our ideas about women's role in sports.
2. Consider a sport, such as soccer, that both men and women play professionally. Compare men's and women's teams as to their styles of play, attitudes toward the game, and treatment of fans. What can male and female athletes learn from each other that will improve their game?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, until recently women's sports have not received the interest either from fans or from potential sponsors that men's sports have. Women athletes have always struggled against these odds. Discuss how this may be changing.
4. Write about a female athlete you admire, or write about a sport in which you would like to see more women participate.

SELECTION
26

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What is your attitude toward elderly people?
2. How do people show respect or disrespect toward the elderly?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

consign (1) entrust, deliver, turn over to the care of another
maligned (2) spoke evil of, showed ill will toward
tribulations (2) great suffering or distress, hard times
forbearance (2) restraint and tolerance
inconspicuous (5) not obvious, not noticeable
posthumously (7) after death
template (8) pattern
begrudge (12) to envy the possession of, to give reluctantly

Longevity and Livability

ARGUS J. TRESIDDER

Argus J. Tresidder is from northern Virginia. He was 91 in 1998 when this selection ran in Newsweek. *He asks readers to be more tolerant of the elderly.*

I AM A MEMBER of the generation that has outlived the conventional life span. We are often accused these days of threatening the financial stability of Medicare and Social Security by being too numerous and too demanding. Our critics say we hide behind the powerful American Association of Retired Persons for protection from the efforts of younger people, especially those called baby boomers, to **consign** us to ice floes or canoes launched out to sea without paddles. They are evidently afraid that our rapidly increasing percentage of the 1 population is using up too much air, food, water and health care and there won't be enough left over for them as they approach the entry age of our generation.

I hear such comments as "You know, these senior citizens keep telling us that they barely have enough to live on, but you can be sure that they have a neat pile of stocks and bonds stashed away." Or "Did you ever notice how quick they are to claim their discounts as seniors?" And "Of course, they expect us to pay for the Medicare that will run out before we get to it." I should like to put in a word for my **maligned** generation. For the most part, we are law-abiding, tax-paying, even productive citizens. I think that we have earned the right to a little respect, and even perhaps admiration, for having reached old age and its **tribulations** and tragedies with courage and **forbearance.** 2

Let me present my credentials as a self-appointed spokesman for the growing generation of septuagenarians, octogenarians and nonagenarians. The centenarians, bless them all, need no defense. There aren't enough of them yet to be much of a threat, and everybody marvels at their durability. I'm only in the nonagenarian stage, which I call the "no-no period"—no fatty food, no salt, no alcohol and no sex. Incidentally, I'm also legally blind. 3

I'm a second-generation American of sturdy German-English stock. I've had a moderately successful, generally useful life in several careers as a university instructor, a naval officer during World War II, a corporate executive for a time, a Foreign Service officer and, finally, a professor of English at the Marine Corps Command and Staff College at Quantico, Va. 4

After my final retirement, from Quantico at the age of 75, my wife and I lived in a pleasant home in a dormitory suburb of Washington. Our daughter and her two sons lived near us. At last I had leisure to be a full-time writer, though my success with editors had been less than distinguished. I had published six books and many articles in various periodicals, and I was listed in a couple of **inconspicuous** literary Who's Whos. It was a happy time. I was healthy and active and had lots of friends. I imposed on Medicare very little until I lost my vision after problems with glaucoma, cataracts and a detached retina. 5

During this period of adjustment, my wife, who had seen me through seven operations, became very ill. I was able to help take care of her for three years until her death in 1995. Her loss left me to shape a plan for growing old alone. 6

I taught myself to touch-type, and I've written novels, several children's stories, plays and a book about my Foreign Service experience in South Africa in the 1960s. After years of disappointments over 7 manuscripts that publishers have rejected, I continue to churn out more and more pages, hoping that, even **posthumously,** someone will discover me as a writer. My daily hours on the typewriter have given me the illusion of being productive. I keep thinking about the artists and authors and composers who have done their best work in old age. I should know by now that I don't really have the necessary talent or inspiration to be so late a bloomer, but it's fun to keep trying. Quite a high pile of books, edited by my faithful volunteers, is waiting for someone else to read.

No part of my day is idle. I rise at 7 and have the light breakfast 8 that one of my home caretakers has left in the refrigerator the previous evening. I can manage the buttons on a microwave. Then I wait for my walker of the day. We go out for more than an hour every day, walking in a nearby rugged park. If the weather is really bad—we don't mind a little rain or snow—we go to my basement, where I have an electric treadmill and a stationary bicycle. Best of all, we talk. Companionship is the spice of life for the elderly. A shower and several hours of concentrated typing follow until my caretaker arrives at noon. In the afternoon, I listen to Library of Congress Talking Books and keep up with events on radio and in recorded magazines. Another helper, my bookkeeper, comes in to write checks that I sign in a **template.** Three evenings a week, my friendly readers come by.

Sometimes I'm invited to parties. Twice I've taken plane trips 9 alone to visit friends in other cities—once to speak at a reunion of my naval students—now all over 70. I may even attend my 70th college reunion this coming June. My 11-year-old car, which has less than 10,000 miles on its odometer, is available, driven by others, to take me on errands or to see a doctor.

The most wonderful part of this orderly, busy life is that it has 10 brought me friends, including the best neighbors I have ever had. They provide me with cookies and vegetables from their gardens and make up most of my pool of walkers.

I still find the world interesting, though badly run, and look for- 11 ward with intense curiosity to the possibility of observing the simultaneous change of century and millennium. I'd really like to be around to experience Armageddon, if the doomsayers are right. I am especially curious to learn if computers not programmed beyond the 20th century will blow up in frustration.

There are many more oldsters like me, still full of creaking vitality, 12 who do not find life boring or the sky always dark. Don't **begrudge** us our perks or resent our drain on natural and financial resources. You might make better use of our experience and possible wisdom to help in reducing the nation's growing cultural illiteracy and even perhaps as models for the young. At any rate, please be more tolerant of us!

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. respect for the elderly
   b. baby boomers' attitudes
   c. perks for seniors
   d. medical care for the aged
2. Which of the following sentences from the selection states the author's central idea?
   a. paragraph 1, first sentence "I am a member. . . ."
   b. paragraph 2, last sentence "I think that. . . ."
   c. paragraph 3, first sentence "Let me present. . . ."
   d. paragraph 12, second sentence "Don't begrudge. . . ."
3. The author's primary purpose is to
   a. entertain readers with funny stories about growing old.
   b. inform us about the perks for senior citizens.
   c. persuade readers to treat the elderly with more respect.
   d. express what he thinks about baby boomers' problems.

Details

4. The author says his generation is often accused of all but which one of the following?
   a. being too numerous and demanding
   b. threatening the financial stability of social security
   c. using too much air, food, water, and health care
   d. taking jobs that should go to younger people.
5. The author has pursued all but which one of the following careers?
   a. insurance salesman
   b. university instructor
   c. naval officer during World War II
   d. corporate executive
6. Now that he is retired, the author says that he has the leisure to be a full-time
   a. lecturer.
   b. teacher.

c. writer.
d. traveler.

7. The author says that he finds the world
   a. confusing.
   b. disappointing.
   c. intensely boring.
   d. interesting but badly run.
8. In paragraph 8, the author's dominant organizational pattern is
   a. sequence: He relates a series of events in his typical day.
   b. generalization then example: He says that no part of his day is idle and lists examples to explain what he does.
   c. comparison and contrast: He compares his activities to those of other elderly people.
   d. process: He offers readers a plan for living a full and interesting life.

Inferences

9. If a *septuagenarian* is seventy or so years old and an *octogenarian* is eighty or so, then a *nonagenarian* (paragraph 3) is
   a. sixty or so.
   b. ninety or so.
   c. one hundred or so.
   d. of indeterminate age.
10. What the author enjoys most in his old age is
    a. writing.
    b. teaching.
    c. being with friends.
    d. walking in the park.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

inconspicuous
forbearance
tribulations
posthumously
maligned
template
begrudge
consign

1. Diandra showed great ________ in not eating the cookies when she wanted them so much.
2. Bats are one of the world's most ________ creatures only because so many people are offended by the way they look.

3. To make a calendar of your own, you can use my ______ as a guide.
4. Please do not ______ me the last piece of your cake; I will bake you another one.
5. When the author died, he left several manuscripts that his family agreed to have published ______.
6. When a dog misbehaves, the most effective thing you can do is ______ him to the garage or somewhere away from your company.
7. When Alden traveled to Ecuador and witnessed the ______ of poverty-stricken natives, he decided to stay and help.
8. If you do not want to be noticed, wear ______ clothing in neutral colors and conventional styles.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss the author's careers and interests and the way he is spending his retirement. In what way is he similar to or different from elderly people that you know?
2. Discuss elderly people who have made a significant contribution to society. Who are these people, what have they done, and what makes them worthy of our respect and admiration?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, what can young people do now to lessen the odds that they will have poor health or inadequate income as they near old age? What are some of the tribulations of old age that the senior citizens you know are facing, and how are they dealing with them?
4. Write about an elderly person who taught you something of value.

SELECTION
27

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about underdog racing or drag racing in general?
2. What kinds of cars do you think of when someone brings up the subject of drag racing?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

emblem (4)	symbol, badge, design
throwback (5)	a reversion to a former type
staple (7)	a basic element or feature
disparate (10)	fundamentally different or distinct
unscathed (15)	unharmed, uninjured
salvaged (16)	rescued, saved from destruction or put to further use
tweaks (21)	adjusts or fine tunes, pinches or twists

A Drag Racer

DAN MORSE

Dan Morse is a staff reporter for the Wall Street Journal, *in which this selection ran on May 5, 1999. He writes about a man who turns his Yugo's handicap to his advantage.*

1 DAVE BENTON REVS UP his engine as the announcer at Atco Raceway calls the action over a scratchy public-address system. "Eighty cubic inches," announcer Max Scherwin tells the crowd of about 2,000. "I know motorcycles that got bigger motors than that."

2 And Mr. Benton is off. It's his third drag race of the morning, all in a 1986 Yugo.

Let people laugh. 3

The arthritic 62-year-old challenges 17-foot dragsters, souped-up 4 Chevys, roaring Mustangs—taking full advantage of a handicapping system that gives his baby-blue hatchback up to an eight-second head start in quarter-mile dashes. Under the **emblem** "Underdog Racing," Mr. Benton has become something of a legend around New Jersey's weekend drag-racing circuit.

Mr. Benton is a **throwback** to a time when drag racing wasn't 5 about who could spend the most money muscling up a car. What drivers couldn't afford, they simply made themselves. A clutch release? Mr. Benton slapped an old air-conditioner magnet on the floorboard that he activates with a switch on the stick shift. To lighten the Yugo, he uses a battery from a garden tractor; gas is held in a 1-gallon oil tank taken from a Honda motorcycle.

In seven years of racing, he has cut his time to 14.785 seconds 6 from 21.9, hitting speeds of around 90 miles an hour.

But . . . a Yugo? The $3,990 car that Consumer Reports once called 7 "a grab bag of barely assembled nuts and bolts"? The vehicle that after it was launched with a slogan of "Everybody you know needs a Yugo" scored worst in its category on U.S. government crash tests? The car that for years became a **staple** on the joke circuit (Why do Yugos have rear-window defrosters? To keep your hands warm while you push it)?

Actually, in many ways, Mr. Benton is as unique as the Yugo. 8

A lifelong New Jersey resident, Mr. Benton was born with a club- 9 foot and wore a leg brace through grade school. At the age of nine, he took apart his first engine. "A '37 Chevy," Mr. Benton recalls. He remembers, he says, because "I never got it back together."

He studied forestry for a year in college but dropped out to pursue 10 a string of **disparate** careers: Porsche mechanic, cowboy, bulldozer operator, motivational speaker, instructor of automotive technology.

By 1986, Mr. Benton and his wife, Linda, a high-school math 11 teacher, decided to downsize from their '73 Cadillac and old Chrysler station wagon. The first compact they test-drove: an '86 Yugo GV. A half-mile into the ride, Mr. Benton was so taken by the car's pep and handling, they turned the thing around, zipped back to the dealer and bought it. As it happened, Yugo America Inc. was headquartered just up the road in Upper Saddle River. And in 1987, Mr. Benton got a job there, in the technical-services department.

Inside Yugo America, though, things weren't going well. The com- 12 pany had recalled its first 9,000 cars because some of the seat belts weren't bolted on according to specifications. And though Fortune magazine had singled the Yugo out as one of the products of the year in 1985, the car's sales fell consistently short of annual goals of 200,000; they never reached one-quarter of that.

In 1992, Yugo America filed for Chapter 17 bankruptcy liquidation, stopped importing the vehicles and left American dealers to take dramatic measure to sell off inventory. One pitch: "Buy a Buick, Get a Free Yugo." 13

Mr. Benton was once again out of a job. But when his desire for an inexpensive hobby drove him to New Jersey's amateur drag-racing circuit in 1992, Mr. Benton opted for the Yugo. His first quarter-mile time, 21.9 seconds, was only slightly faster than a greyhound could have run it. 14

One day, returning home from the Atco Raceway, Mr. Benton was clipped by a passing Camaro. He was forced into the center guardrail, flipped four times—and walked away, **unscathed.** "Tough little cars," Mr. Benton says. 15

Getting Serious

After the wreck, Mr. Benton **salvaged** the 80 cubic-inch engine, Yugo's largest ever, stuck it in a replacement Yugo he bought at a junkyard for $100 and really got serious about making a fast car. 16

Over the next five years, he ran about 400 races, generally competing in "bracket" divisions. Under that format, drivers submit the time they expect to run. Typically, Mr. Benton might submit a 14.91, while his competitor would post something like a 10.04. Then Mr. Benton would get his 4.87-second head start. The winner: whoever is closest to his predicted time—without going under it. 17

Still, he feels the need for speed. This winter, Mr. Benton rebuilt the engine's short block, looking to shave more ticks off his time. And on May 15, he and two Yugo Underdog buddies—Pete Mulhern, 57, and Dave Greason, 63—have gathered in Mr. Benton's driveway to finish up the engine so Mr. Benton can unleash it the following day at the Atco Raceway. 18

Mr. Benton still limps. Mr. Mulhern also moves slowly: He has had two heart attacks and suffers from emphysema. Mr. Greason, a diabetic, has had open-heart surgery and has a condition called essential tremor, which makes his head shake. He figures he doesn't have all that long to live. "It's winding down for me now," he says. "It's time to have some fun." 19

Yugo Central

Behind the three, a dark garage has been turned into a Yugo parts center. Six engines lie on the floor. Exhaust systems rest against the wall. Nuts and bolts are stored in old Planters Cheese Balls cans, or are scattered on the concrete floor. The mess spills into the driveway, where six parked Yugos extend into a weed-caked front yard. 20

Mr. Benton climbs behind the wheel, and flips the ignition switch—piercing the quiet neighborhood with what sounds like a lawn mower on steroids. Mr. Mulhern, wearing a white fishing cap and reading glasses, **tweaks** the carburetor with a long, thin screwdriver. 21

Eventually, Mr. Benton declares the new engine ready for battle. 22

Early the next morning, Mr. Benton packs for the day: lunch, soft drinks, a plastic sandwich-bag filled with vitamins and various medicines. Mr. Mulhern arrives, and the two hitch the drag-Yugo to the back of Mr. Benton's everyday-Yugo. They drive to the track, arriving before most of the other racers, and start replacing the standard front tires of the dragster with racing ones. 23

Within minutes, a younger man, Kevin Thomas, bounds up to check out the car. 24

"I heard about you!" he says. "I heard about the Yugo!" Mr. Thomas, who drags a Subaru station wagon, tells Mr. Benton he has a turbo kit on order. "I want to become an Underdog too. I want to scare some people." 25

Dropping Weight

Other racers and spectators wander by, some shaking their heads, some laughing. But the jokes don't last long in this crowd. Mostly, it's Mr. Benton's mechanical skills that impress his fellow racers—and have helped him cut down the weight of the car to its current 1,340 pounds from about 2,000. 26

The morning goes well for Underdog Racing. On this day, Mr. Benton is racing only against cars his own size and speed, in the "Sportsman Import" division. In his second practice run, Mr. Benton sets a new personal record: 14.785 seconds. 27

He eventually loses in the semifinals to a Mazda RX-7, but he has done well enough for a swing by the awards stand after the race. He picks up a trophy, $85 in prize money (he has won money just three times before) and climbs back into the dragster. En route to his space in the pits, Mr. Benton drives by hundreds of fans and racers— 28 cracking open his driver's side door and thrusting the 18-inch gold trophy into the air. The crowd cheers.

Mr. Mulhern has been waiting patiently in his lawn chair, by now exhausted from an afternoon in the warm sun. 29

"We did it again," Mr. Benton says, showing him the cash. 30

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the Yugo automobile
   b. drag racing
   c. drag racer Dave Benton
   d. repairing cars
2. Which of the following sentences from the selection states the author's central idea?
   a. paragraph 1, first sentence "Dave Benton revs. . . ."
   b. paragraph 4, last sentence "Under the emblem. . . ."
   c. paragraph 5, first sentence "Mr. Benton is. . . ."
   d. paragraph 8, " Actually, Mr. Benton. . . ."
3. The author's primary purpose is to
   a. persuade readers to take up drag racing.
   b. express his admiration for Dave Benton.
   c. inform us of the history of drag racing.
   d. entertain us with an account of Benton and his Yugo.

Details

4. Mr. Benson's drag racing record is
   a. 14.785 seconds
   b. 21.9 seconds
   c. 2.000 seconds
   d. 17 seconds
5. Benton has had the following health or physical problems except which one?
   a. arthritis
   b. clubfoot
   c. diabetes
   d. a limp
6. Who or what influenced Benton to take up drag racing?
   a. his family
   b. the desire for an inexpensive hobby

- c. Mr. Mulhern and Mr. Greason
- d. Yugo America, for whom he worked

7. Benton's fellow racers are impressed most by his
   - a. personality.
   - b. physical condition.
   - c. racing ability.
   - d. mechanical skills.
8. In paragraphs 12 and 13, the author's organizational pattern is
   - a. sequence.
   - b. cause and effect.
   - c. comparison and contrast.
   - d. classification.

Inferences

9. In paragraph 25, why do you suppose Mr. Thomas thinks his Subaru is a candidate for underdog racing?
   - a. The Subaru is a car that people laugh at.
   - c. Like the Yugo, it is an unlikely racing car.
   - b. He does the mechanical work on the car himself.
   - c. It is an inexpensive car.
10. Why do people laugh at the Yugo as a racing car?
    - a. The Yugo is an inexpensive car.
    - b. In 1985 Fortune named it product of the year
    - c. It scored poorly on government crash tests.
    - d. The Yugo has a reputation for being poorly made.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

unscathed disparate emblem tweaks
throwback salvaged staple

1. Caroline emerged from the accident ______ except for a tiny scratch on her forehead.
2. After the fire, some of the family's possessions could be ______, but others were destroyed.
3. Bread is a ______ of the diet in most parts of the world.
4. Sometimes when Steve's computer locks up, he ______ one of the wires to get it working again.

5. Since our research needs are ______, the methods that work for me may not work for you.
6. Our uniform consists of navy pants or skirt and a red blazer with the company's ______ on the pocket.
7. Deadly Nightshade's latest album is a ______ to their early years as a musical group.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss how Dave Benton became a drag racer and why he chose the Yugo.
2. Discuss other people you have known who have pursued an interest in unconventional ways and have achieved success.
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, how are the Yugo's reputation and Benton's age and physical condition working against him as a drag racer? How has he overcome these odds?
4. Write about a hobby or personal interest that has enhanced the quality of your life.

SELECTION
28

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What is the best way you know to determine what the weather is going to be?
2. What do you know about folk methods for predicting weather?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

induced (1)	caused, stimulated
frail (2)	physically weak
ventured (2)	dared, took a risk
portend (4)	foretell, warn
scoff (5)	ridicule, mock
bisected (6)	cut or divided in two

Watch for Huddling Spiders

ELISABETH KAUFFMAN/ CRAB ORCHARD

In this selection from Newsweek's *American Scene, the author writes about a woman who can predict the weather.*

1 THE WOOLLY WORMS are scarce this year, maybe because of the two-month dry spell, the one that **induced** the maples, oaks and sycamores marching high up the mountains on the Cumberland Plateau to skip turning red and gold and go straight to dead, brittle brown. The worms that have been found, however, are solid black, while the hornets are building their nests close to the ground, and the spiders are sticking together, weaving their webs nearly on top of one another. Taken together, these and other signs mean the coming winter "is

going to be a humdinger," says Helen Lane, who is famous in these parts of Tennessee for predicting the weather through nature's clues.

Lane's father taught her the nature lore, pointing out signs to the youngest of his seven children on the family farm where Lane still lives. Now Lane, 78 and **frail** with cancer, is passing on the knowledge to her daughter. This fall, while Lane monitored the foliage on Crab Orchard and Renegade mountains from her living-room window, Melinda Lane Hedgecoth **ventured** into the woods for her, reporting on how thick the fogs were, counting spider webs and spying on the hornets. She also wrote for her mother the annual fall column that Lane has written for the Crossville *Chronicle* for more than 50 years. "This is a wonderful heritage," Hedgecoth says. "We're going to make certain it stays alive." 2

To Lane, reading signs is common sense. Thicker than normal fur on wild animals is a dead giveaway that cold weather is coming. Rings around the moon mean rain or snow is on the way soon. "Nature has a way of taking care of her own," says Lane. "If you pay attention, then you know what you need to do." 3

She pays attention to many things. Correctly interpret the woolly worms—inch-long fuzzy caterpillars, also called woolly bears—and you can determine the winter's snowfall; the more solid-black worms, the more snow; the more solid-brown worms, the less snow. But if more worms are black on the ends and brown in the middle, that means winter will "start and end hard," Lane says, while brown ends and a black middle mean a mild fall and early spring but a harsh midwinter. Each fog forming in August foretells a measurable snowfall. Thick corn shucks also mean a cold winter. The last three days of January **portend** weather for the next three months, and thunder in February means there will be a frost 90 days later. 4

Some of Lane's signs have a sound scientific basis. Rings around the moon, for example, are usually caused by thin layers of cirrostratus clouds, which often precede storm fronts. But biologists **scoff** at the notion that the color of caterpillars (which merely signify different species) or where hornets' nests are can tell you anything about the weather. "It's not that we don't take her seriously," says Mike Murphy of the National Weather Service in Nashville. "It's just not the way we approach the science." 5

But in tiny Crab Orchard, a rock-quarry town **bisected** by railroad tracks, Lane's forecasts are gospel. Down at the S&H General Store, where you can eat a pretty good cheeseburger while your groceries are bagged, folks swear by Helen Lane. Kim Young, flipping burgers behind 6 the counter, points out that Lane predicted last year's blizzard, the one that stranded motorists on nearby Interstate 24 and left the entire area without electricity for days. "When she says a storm is coming, you better get to the store and buy whatever you need to make it through a few days without power, 'cause it's certain to happen."

Lane recalls the time her father warned neighbors that Crab Orchard Mountain was roaring, as if the cold north wind sweeping down the peaks had awakened a dragon sleeping deep inside. "He told me that when I heard that mountain roar, a bad storm was coming, and sure enough, a blizzard hit that night." The last time she heard the mountain roar was in 1993. That night 22 inches of snow fell. 7

Bent from arthritis, these days Lane is confined to her small living room and a reclining chair, able to walk only with help. Still, her winter forecast is an annual ritual for Tennessee reporters, who flock to her door and ring her phone off the hook. She has been invited to appear on *David Letterman* and *Live with Regis & Kathie Lee,* she says. The oddest to her, though, was a reporter who phoned all the way from Anchorage, where "I don't know they'd even know what a woolly worm is," she says. "It'd freeze to death there." 8

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. huddling spiders
   b. weather
   c. Helen Lane
   d. Nature
2. Which of the following sentences best states the author's central idea?
   a. Helen Lane believes that reading signs is common sense.
   b. Lane has grown frail from cancer.
   c. Lane's father taught her to predict weather by reading nature's signs.
   d. Helen Lane is famous for her weather predictions.
3. The author's primary purpose is to
   a. persuade readers to pay more attention to the weather.
   b. arouse sympathy for Helen Lane.
   c. inform us about a remarkable woman.
   d. entertain us with nature's lore.

Details

4. Thicker than normal fur on wild animals means that
    a. spring will be early.
    b. we will have a cold winter.
    c. rain or snow is on the way.
    d. cold weather is coming.
5. Fog forming in August foretells a
    a. measurable snowfall.
    b. mild winter.
    c. mild fall and early spring.
    d. heavy rains.
6. Thunder in February means
    a. a storm is brewing.
    b. there will be frost in 90 days.
    c. spring will come early.
    d. another month of winter.
7. The more snow that falls the more likely you are to see
    a. worms with brown ends and a black middle
    b. worms with black ends and a brown middle.
    c. solid-black worms.
    d. no worms at all.
8. In paragraph 5, the author's organizational pattern is
    a. sequence.
    b. cause and effect.
    c. comparison and contrast.
    d. generalization then example.

Inferences

9. Based on the author's details, readers can infer that scientists' attitudes toward Lane's predictions are
    a. favorable.
    b. unfavorable.
    c. both favorable and unfavorable.
    d. uncommitted one way or the other.
10. Townsfolk's attitudes toward Lane's predictions are
    a. favorable.
    b. unfavorable.
    c. both favorable and unfavorable.
    d. uncommitted one way or the other.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

bisected ventured induced portend scoff frail

1. Don't ______ at my attempts to paint this wall; I'm doing the best that I can.
2. The students' failing grades on the test ______ them to spend more time studying.
3. The heat, humidity, and cloud formations ______ another typical summer thunderstorm.
4. Some of today's celebrities are so thin and ______ looking that they seem unhealthy.
5. The new school district ______ the neighborhood, forcing students on each side of the main street to go to different schools.
6. The search party ______ into the dark cave even though it was afraid of what it might find inside.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss Lane's signs of weather. Which ones are familiar to you? Which ones are new? What other signs of weather have you heard or read about, and how much predictive value do they have based on your experience?
2. Some people have always relied on folk wisdom in the form of weather signs and folk medicines or remedies. Why do you think some people put more faith in these measures than in scientific principles?
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, what is Helen Lane struggling against, and who will carry on in her footsteps?
4. Write about some folk wisdom that has been passed down to you from your family or that you have learned through reading.

SELECTION
29

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about the Spanish Inquisition?
2. What happened to Spanish Jews during the Inquisition?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

expulsion (1) the act of being driven out or forced to leave
refuge (1) protection, shelter, safety
unleavened (2) lacking an agent such as yeast that causes rising, as with bread
nominally (3) existing in name only, insignificant
linger (9) to remain, to be slow in leaving
cognizance (10) knowledge, recognition, awareness
saga (11) a long detailed report
compelling (12) urgently requiring attention
obscurity (14) the state of being unknown or difficult to understand
genealogy (22) a record of a person's or family's descent, lineage
intermediary (24) one who acts as a mediator or a go-between
exhilarated (27) refreshed, energized, invigorated
confiscated (32) seized by authority or as if by authority
vengeance (35) punishment in return for a wrong, extreme violence or force

Scholars and Descendants

KATHLEEN TELTSCH

In this selection we learn what scholars have uncovered about Spanish Jews who settled in the American West and their descendants.

AFTER SEVERAL CENTURIES, scholars are uncovering the history of Spanish Jews who converted to Catholicism under threat of **expulsion** by Spain's monarchs in 1492 and then found **refuge** and obscurity in the mountains of New Mexico. 1

Although most of these early colonizers lived as practicing Catholics, a significant number, often called "conversos," continued to cling secretly to Jewish traditions, lighting candles on Fridays, reciting Hebrew prayers, circumcising baby boys, baking **unleavened** bread, keeping the Sabbath. 2

Researchers are now finding evidence that some **nominally** Christian families have handed down Jewish traditions, and have done it amid a fear-inspired secrecy that seems hardly to have lessened over five centuries. 3

In the past two or three years, in remote areas of the Southwest, hundreds of gravestones have been found in old Christian cemeteries with Hebrew inscriptions or Jewish symbols often combined with the cross. 4

Stimulated by the scholarly inquiries, or on their own, young descendants of converso families are searching to find their roots, Jewish and Christian, and comparing their findings. 5

A few of these descendants have returned to Judaism. Others are slowly establishing fragile ties to mainstream Jewish congregations. 6

"I've been here 20 years, and only in the last two or three, after observing me carefully, a handful of these people have made contact with me," said Rabbi Isaac Celnik of Congregation B'nai Israel in Albuquerque. 7

Some come to services, always sitting by themselves, he said. He has been invited five or six times to their homes to lead prayers, often because an elderly relative wants to renew ties to the ancient faith. 8

Still, distrust toward outsiders **lingers.** "These people lived in fear of persecution for so long, they still look over their shoulders," Rabbi Celnik said. "They are historically conditioned over centuries to be suspicious and alert." 9

Heritage of Secrecy Is Handed Down There are perhaps 1,500 families in New Mexico who have some **cognizance** of their Jewish heritage, said Frances Hernandez, a professor of comparative literature at the University of Texas at El Paso. "They range from those with only blurred memories of Jewish customs or family legends to others who really are aware of their Judaic background and know what it means," 10 she said. "We're talking of people who survived 200 generations of stress and secrecy, and it's a wonder anything survives.

In pursuing the conversos' **saga,** historians are interviewing families and using data in church records in Mexico City and New Mexico on baptisms, weddings and burials. They have also examined Spanish shipping manifests dating from the 1490's. 11

A few months before Columbus's voyage in 1492, Spain enacted the Edict of Expulsion, **compelling** Jews to leave or convert to Catholicism under threat of death. Perhaps half of the estimated 200,000 Jews in Spain began an exodus to Portugal, other European countries and North Africa. Others became "New Christians." 12

But even New Christians who prospered found themselves still persecuted, possibly out of envy. And some only pretended to convert. Under continuing pressure from the Inquisition, which began to be felt in Portugal as well, some of the persecuted seized opportunities to come to the New World. 13

When the Inquisition stretched its reach to Mexico, they fled again, crossing deserts and hostile Indian country to the frontier of what is now New Mexico. There they found a measure of safety and **obscurity.** 14

"We only have started to scrape the surface," said Dr. Stanley Hordes, co-director of a research project on the secret Jews, or "Crypto-Jews," at the University of New Mexico's Latin American Institute. 15

Dr. Hordes, who spoke at the recent third annual meeting of the New Mexico Jewish Historical Society, believes that converso families who fled to remote areas like New Mexico's Mora, Charma and Rio Grande valleys could have settled the first Jewish community in what is now the United States. 16

But other historians and Jewish scholars dispute Dr. Hordes's conclusion, saying Christian families carrying on some Jewish practices or dietary laws do not constitute a Jewish community. Shearith Israel, the Spanish and Portuguese Synagogue established in New Amsterdam in 1654, is considered the first Jewish congregation in North America. 17

Rabbi Marc D. Angel of Shearith Israel said the remnants of Crypto-Jews in New Mexico was a tribute to the human spirit, but he questioned the claim to an early community. 18

"What concerns me is that because of their dramatic story with a movie-like quality, there will be an eagerness to receive them into Judaism and forget there is a formal procedure for re-entry after separa- 19 tion that requires instruction, patience and sincerity," he said. "There are no short-cuts."

Getting to Know Distant Relatives Dr. Hordes's own inquiry began in 1981 soon after he became New Mexico state historian. His doctoral dissertation at Tulane University was about Crypto-Judaism in Mexico in the 17th century. 20

"People began dropping into my office, leaning across my desk and whispering, 'You know, so-and-so lights candles and does not eat pork.'" Repeated such visits led him to undertake the research project, together with Dr. Thomas C. Atencio, a sociologist at the University of New Mexico. 21

Since 1988, they have interviewed almost 50 converso families, including many who practiced Jewish customs without understanding them, because their families had done so. In the process, the researchers introduced descendants who did not know they were related and who now are comparing their own **genealogy** searches. 22

Daniel Yocum, a 23-year-old engineering student, suspected he had Jewish roots on his mother's side. He discovered a wedding photograph of his late grandfather wearing a fringed prayer shawl. He has boyhood memories of him baking round, unleavened bread at certain seasons and butchering livestock in the traditional Jewish way. 23

Nora Garcia Herrera, his mother, elaborates on her son's recollections, recalling that her father and mother disagreed about the family's religious practices. "He said it was all right not to kneel to the saints because you don't need an **intermediary** to talk to God," she recalled. She objected and called him "Judio," Spanish for "Jew," which her children guessed was a bad word. Her father and grandfather were circumcised by an old man in their community. When he died, her father carved a gravemarker with a Star of David. 24

Ramon Salas, 26, a manufacturing analyst at Digital Equipment in Albuquerque, discovered that he was related to Daniel Yocum after tracing his own lineage 17 generations. He computerized his findings and says he has found evidence that Crypto-Jewish families, who often intermarried, used code names so they would recognize each other. 25

Mr. Salas said that, when he asked another cousin if they shared Jewish roots, she shot back, "Use your good Jewish head and you'll come to the realization you have Jewish blood." 26

"I remember I was **exhilarated;** it knocked my head off," Mr. Salas said. But as one who was raised as a Catholic, and in the eyes of his 27 church will always be a Catholic, he is torn about making a choice. Judaism has an appeal—he lights Sabbath candles—but he does not want to lose his attachment to the Catholic community.

Memory and Myth Are Intertwined Dennis Duran, a corporate official who lives in Santa Fe, came to the historical society meeting with a copy of his family tree going back 14 generations and showing his kinship to the Salas family. He has collected data suggesting their ancestors were among the Jews who came with Don Juan de Oñate in 1598 to colonize New Mexico. Mr. Duran, who is 36, formally converted to Judaism even before beginning his search for his Jewish heritage. 28

He has recollections of his grandfather secretly praying daily at sundown in a cellar where the family kept fruit and wine, and of playing games as a child with tops, similar to the dreidel of Jewish origin. 29

Paul Marez, a 24-year-old graduate student, is the only one in his family who attends temple services. Family members are practicing Catholics, but he recalls his grandmother preparing for the Sabbath and, after a relative's death, observing a period of mourning and turning mirrors to the wall, as in the Jewish custom. 30

A number of the young adults are counseled about Judaism by Loggie Carrasco, a teacher with a magnetic style. Rabbi Celnik calls her Mama Loggie. "Young people look to her for validation because she is so knowledgeable," he said. "She is their rabbi." 31

Ms. Carrasco said she has traced her family to Seville and Madrid in the early 1600's. She said one ancestor, Manuel Carrasco, was tried in Mexico City by the Inquisition in 1648 for carrying matzo under his hat, which he tried to explain was a remedy for headache. His sugar plantations were **confiscated** and he disappeared. 32

While protectively withholding the names of conversos, Rabbi Celnik said that for many months he gave religious instruction to an artist from Taos who came weekly, arising at 4 a.m. to travel here. The rabbi also prayed with a dying elderly woman who lived as a Catholic but cherished her Jewish roots. 33

"I went to see her in the hospital," he said. "Her eyes brightened when I came into the room, and she recognized me. It happened to be Passover, and I placed a morsel of matzo on her lip. It meant a lot to her." 34

Starting to Reconcile 2 Disparate Faiths Rabbi Celnik said that, among the conversos who go to church, there is a segment that very 35 much wants to return to Judaism. An equally small segment want to be Catholic and Jewish; they are comfortable in both traditions. "But there also is a very small group committed to **vengeance** against those who return to Judaism, and this is regarded as a genuine threat," the rabbi said. "They are afraid of their own cousins."

Rabbi Celnik said this may be the opportune moment for Crypto-Jews to embrace their heritage openly because 1992 marks the 500th anniversary of both Columbus's voyage and the Expulsion Edict. 36

The International Jewish Committee, Sepharad '92, formed to commemorate the the anniversary of the expulsion, would welcome the support of the New Mexicans, said Andre Sassoon, the committee vice president. 37

"Would they be regarded as genuinely Jewish? "We're a tolerant people," Mr. Sassoon said. 38

"Personally, whether someone is truly a Jew or not, only God can judge, and not mortals." 39

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the Old West
   b. New Mexico's secret Jews
   c. Judaism
   d. Catholicism
2. The author's central idea is stated in
   a. paragraph 1, "After several. . . ."
   b. paragraph 2, "Although most. . . ."
   c. paragraph 3, "Researchers are. . . ."
   d. paragraph 5, "Stimulated by. . . ."
3. The author's purpose is to
   a. express her own religious beliefs.
   b. persuade readers to search out their religious roots.
   c. inform readers about New Mexico's secret Jews.
   d. entertain readers with reports of strange religious rituals.

Details

4. According to the author, scholars have uncovered
   a. practicing Catholics living in New Mexico.
   b. ancient recipes for making unleavened bread.

   c. the history of Spanish Jews who converted to Catholicism.
   d. the reason the Jews left Spain.

5. Historians are using all but which one of the following sources to uncover the *conversos'* saga?
   a. interviews with families
   b. court records
   c. data from church records
   d. Spanish shipping manifestos
6. Spanish Jews came to New Mexico because they
   a. sought economic freedom.
   b. were fleeing the Spanish Inquisition.
   c. preferred New Mexico to other places.
   d. had relatives in the west.
7. Evidence of the secret Jews' existence consists of all of the following except which one?
   a. gravestones engraved with Hebrew symbols found in Christian cemeteries
   b. Christians who have handed down Jewish traditions
   c. family members who disagree about their family's religious practices
   d. Jews who have no question about their heritage.
8. The author's organizational pattern in paragraph 2 is
   a. process.
   b. definition.
   c. sequence.
   d. classification

Inferences

9. Based on the details in paragraph 29, a *dreidel* is
   a. a child's toy.
   b. an adult game.
   c. a book.
   d. a puzzle.
10. Some historians and scholars do not believe that New Mexico's secret Jews were the first Jewish community probably because
    a. Christian families practiced Jewish customs.
    b. Christians observed Jewish dietary laws.
    c. they practiced Judaism secretly rather than communally.
    d. they were Christians not Jews.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

intermediary
confiscated
exhilarated
compelling
unleavened
cognizance
vengeance
genealogy
obscurity
expulsion
nominally
linger
refuge
saga

1. When two people are quarreling, a neutral party may serve as the _______ to help them resolve their differences.
2. When a storm broke at the theme park, visitors ran into the stores seeking _______ from the lightning and heavy rain.
3. It was only after their _______ from school that the students realized the seriousness of what they had done.
4. If you spill a bottle of perfume on the floor, the fragrance may still _______ even after mopping.
5. The thought of sleep was so _______ that Angela decided to put off studying and take a nap.
6. People in search of their family's roots may decide to have their _______ traced.
7. In the Old West, an outlaw would seek _______ on someone who had wronged him.
8. _______ bread is a traditional Jewish food served at Passover and other meals.
9. After a brief period of fame, some celebrities spend the rest of their lives in _______.
10. On a tip from the landlord, the police broke into the apartment and _______ thousands of dollars worth of stolen property.
11. Tony always feels _______ after an exciting game of racquetball.
12. The detective asked the accused bank robbers if they had any _______ of their partner's whereabouts.
13. Although _______ a member of the organization, Terry did not participate in its activities.
14. Let me know when you have several hours to kill, and I will tell you the _______ of my first attempt to get my driver's license.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss the meaning of the title "Scholars and Descendants" as it relates to the author's central idea and details.
2. Discuss how this selection is about a past that was lost and then recovered.
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, throughout history people have been willing to do almost anything to protect their religious freedom. In this selection, how did the Spanish Jews avoid persecution?
4. Write about something important that you lost and then recovered, or write about something you lost that you wish you could recover.

SELECTION
30

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about parables, fables, or folktales?
2. What is the purpose of such a story?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

fetlocks (1) tufts of hair above and behind a horse's hooves
anlage (1) foundation for a future development, potential
threshed (2) beat, stomped, tossed about
embankment (2) mound of earth or stone built to hold back water or support a roadway
parapet (2) a low protective wall or railing
peered (2) looked intently or searchingly
fraction (4) fragment, small amount or part

From *The Grapes of Wrath*

JOHN STEINBECK

John Steinbeck is one of our great American authors. His novel, The Grapes of Wrath, *from which this selection is taken, is about the plight of migrant workers who fled the dust bowl during the Depression to find work picking fruit and vegetables in California. This selection is Chapter Three of the book, and many have called it a parable, or instructive tale.*

THE CONCRETE HIGHWAY was edged with a mat of tangled, broken, dry grass, and the grass heads were heavy with oat beards to catch 1

"Chapter 3", from *The Grapes of Wrath* by John Steinbeck, copyright 1939, renewed © 1967 by John Steinbeck. Used by permission of Viking Penguin, a division of Penguin Putnam, Inc.

on a dog's coat, and foxtails to tangle in a horse's **fetlocks,** and clover burrs to fasten in sheep's wool; sleeping life waiting to be spread and dispersed, every seed armed with an appliance of dispersal, twisting darts and parachutes for the wind, little spears and balls of tiny thorns, and all waiting for animals and for the wind, for a man's trouser cuff or the hem of a woman's skirt, all passive but armed with appliances of activity, still, but each possessed of the **anlage** of movement.

The sun lay on the grass and warmed it, and in the shade under the grass the insects moved, ants and ant lions to set traps for them, grasshoppers to jump into the air and flick their yellow wings for a second, sow bugs like little armadillos, plodding restlessly on many tender feet. And over the grass at the roadside a land turtle crawled, turning aside for nothing, dragging his high-domed shell over the grass. His hard legs and yellow-nailed feet **threshed** slowly through the grass, not really walking, but boosting and dragging his shell along. The barley beards slid off his shell, and the clover burrs fell on him and rolled to the ground. His horny beak was partly open, and his fierce, humorous eyes, under brows like fingernails, stared straight ahead. He came over the grass leaving a beaten trail behind him, and the hill, which was the highway **embankment,** reared up ahead of him. For a moment he stopped, his head held high. He blinked and looked up and down. At last he started to climb the embankment. Front clawed feet reached forward but did not touch. The hind feet kicked his shell along, and it scraped on the grass, and on the gravel. As the embankment grew steeper and steeper, the more frantic were the efforts of the land turtle. Pushing hind legs strained and slipped, boosting the shell along, and the horny head protruded as far as the neck could stretch. Little by little the shell slid up the embankment until at last a **parapet** cut straight across its line of march, the shoulder of the road, a concrete wall four inches high. As though they worked independently the hind legs pushed the shell against the wall. The head upraised and **peered** over the wall to the broad smooth plain of cement. Now the hands, braced on top of the wall, strained and lifted, and the shell came slowly up and rested its front end on the wall. For a moment the turtle rested. A red ant ran into the shell, into the soft skin inside the shell, and suddenly head and legs snapped in, and the armored tail clamped in sideways. The red ant was crushed between body and legs. And one head of wild oats was clamped into the shell by a front leg. For a long moment the turtle lay still, and then the neck crept out and the old humorous frowning eyes looked about and the legs and tail came out. The back legs went to work, straining like ele- 2 phant legs, and the shell tipped to an angle so that the front legs could not reach the level cement plain. But higher and higher the hind legs boosted it, until at last the center of balance was reached, the front tipped down, the front legs scratched at the pavement, and it was up. But the head of wild oats was held by its stem around the front legs.

Now the going was easy, and all the legs worked, and the shell boosted along, waggling from side to side. A sedan driven by a forty-year-old woman approached. She saw the turtle and swung to the right, off the highway, the wheels screamed and a cloud of dust boiled up. Two wheels lifted for a moment and then settled. The car skidded back onto the road, and went on, but more slowly. The turtle jerked into its shell, but now it hurried on, for the highway was burning hot. 3

And now a light truck approached, and as it came near, the driver saw the turtle and swerved to hit it. His front wheel struck the edge of the shell, flipped the turtle like a tiddly-wink, spun it like a coin, and rolled it off the highway. The truck went back to its course along the right side. Lying on its back, the turtle was tight in its shell for a long time. But at last its legs waved in the air, reaching for something to pull it over. Its front foot caught a piece of quartz and little by little the shell pulled over and flopped upright. The wild oat head fell out and three of the spearhead seeds stuck in the ground. And as the turtle crawled on down the embankment, its shell dragged dirt over the seeds. The turtle entered a dust road and jerked itself along, drawing a wavy shallow trench in the dust with its shell. The old humorous eyes looked ahead, and the horny beak opened a little. His yellow toe nails slipped a **fraction** in the dust. 4

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the desert landscape
   b. desert weather conditions
   c. a busy highway
   d. a land turtle's journey
2. Which of the following best states the central idea of the selection?
   a. A desert highway is a dangerous place both for animals and people.
   b. A turtle crosses a highway, carrying on nature's processes.

c. The desert landscape is filled with life.
d. Dust and heat are characteristic of desert weather.

3. The author's *primary* purpose is to
   a. express his feelings about nature.
   b. teach readers facts about turtles.
   c. describe desert life.
   d. relate an instructive story.

Details

4. The turtle in this story is
   a. very young.
   b. old.
   c. in the middle of its life.
   d. of indeterminate age.
5. In the first paragraph the author describes the process of
   a. plant growth.
   b. fertilization.
   c. seed dispersal.
   d. soil erosion.
6. What did the turtle do when he came to the embankment?
   a. He stopped and remained at the foot of it.
   b. He walked in the opposite direction.
   c. He crawled parallel to it.
   d. He climbed to the top of it.
7. What became lodged under the turtle's shell?
   a. a clover burr.
   b. a head of wild oats.
   c. an ant lion.
   d. a sow bug.
8. The author's details are mainly
   a. facts.
   b. examples.
   c. descriptions.
   d. reasons.

Inferences

9. Based on the details in paragraph 4, what has happened to the oat seeds?
   a. Insects ate them.
   b. The turtle destroyed them.

   c. They have died.
   d. They have been planted.

10. This tale's underlying message for readers may be that
   a. if you want to get somewhere, you have to cross the road.
   b. some mountains are too high to climb.
   c. the potential for survival is part of our nature.
   d. nature can be an unfriendly place.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

embankment
fetlocks
fraction
threshed
anlage
peered
parapet

1. The little boy ________ from between the blinds, watching his dad leave for work.
2. We live in a beautiful city where even the ________ below the interstate highway is planted with flowers.
3. Don't tempt me with even a ________ of a slice of that pie because I am trying to watch my weight.
4. The telephone line workers ________ through my yard in their heavy boots, smashing my flowers.
5. Holding the small egg that had fallen out of the nest, Tina knew that it possessed the ________ of life.
6. We climbed to the top of the tower and stood along a ________ looking out across a wide valley.
7. After the race, the horse's ________ were wet with sweat.

THINKING DEEPER

Ideas for discussion and writing

1. Trace the turtle's journey. Where is he going, and what happens along the way?
2. Discuss Steinbeck's use of descriptive details. Identify passages in the story that create especially vivid images in your mind.
3. Discuss how this selection illustrates the Part 3 theme, *Against All Odds.* For example, life is a struggle for all living things—including

humans. If tales are meant to be instructive, then what does this one teach us by the example of the turtle's journey and the oat seed's progress?

4. Write about a process of nature or a natural wonder that has always fascinated you.

Hard Questions

SELECTION

31

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What are some of the effects on the children of divorced parents?
2. What problems arise when divorced parents who share custody of a child live far apart?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

custody (3)	care, supervision, or control
unresolved (3)	undecided, unsettled
convert (6)	to persuade or induce to adopt a particular religion, faith, or belief
turbulence (6)	disturbance, agitation
cameo (9)	brief appearance as of an actor in a film
toll (10)	the amount of loss or destruction caused by a disaster

My Long-Distance Life

NICK SHEFF

In this selection, the author explains what it is like to divide his time between two parents living in different towns. Nick Sheff wrote this selection for Newsweek*'s My Word column when he was a junior at Marin Academy High School in San Rafael, California.*

1 I WAS BORN IN Berkeley, where I lived in a small house in the hills surrounded by firs and redwoods. My mom, my dad and me. As early as I can remember, there was arguing. When I was 4, my parents decided that they could no longer live together.

2 That same year, my mom moved to Los Angeles, and a therapist was hired to decide where I would live. My dad called her my worry

doctor. Playing with a dollhouse in her office, I showed her the mother's room on one side and the father's room on the other. When she asked me about the little boy's room, I told her he didn't know where he would sleep.

Though I was very young, I accepted my parents' separation and divorce and somehow knew it wasn't my fault. Yet I was intensely afraid. Not only was my mom more than 500 miles away, but she had a new husband. My dad had a new girlfriend, and my **custody** was **unresolved.** Everyone said I'd spend time with both parents, but I wanted to know where I would live. 3

The therapist finally decided I'd stay with my dad during the school year and visit my mom on long holidays and for the summers. I began flying between two cities and two different lives. I've probably earned enough miles for a round-trip ticket to Mars. Some people love to fly, but I dreaded the trips. 4

For the first year, one of my parents would accompany me on the flights. At 6, I started traveling on my own. I would pack my toys and clothes in a Hello Kitty backpack and say goodbye to my parent at the gate. The flight attendant would lead me onto the plane. 5

When I was 7, the woman sitting next to me on the plane tried to **convert** me to Christianity. A few years later I was on a flight with such bad **turbulence** that the luggage compartments opened and the man behind me threw up. When I was 12 and on my way to L.A. for Christmas, a lady refused to check her bag and shoved a flight attendant. We couldn't take off for two hours; the police came and dragged her off, to the cheering of other passengers. But flying was just part of what made long-distance joint custody so difficult. 6

I remember the last day of school in the sixth grade. All my friends made plans to go to the beach together—all my friends, but not me. I couldn't join them because I had to fly to L.A. It wasn't that I didn't want to see my mom and stepdad. I just didn't want to leave my friends. As the school year came to a close, I began to shut down. I hated saying goodbye for the summer. It was easier to put up a wall, to pretend I didn't care. My dad drove to school with my packed bags. My friends went off together and I headed to the airport. 7

Arriving in L.A., I was excited to see my mom and stepdad. It had been almost three months since my last visit. But it took a while to adjust. Each set of parents had different rules, values and concerns. 8

I am 16 now and I still travel back and forth, but it's mostly up to me to decide when. I've chosen to spend more time with my friends at the expense of visits with my mom. When I do go to L.A., it's like my 9 stepdad put it: I have a **cameo** role in their lives. I say my lines and I'm off. It's painful.

What's the **toll** of this arrangement? I'm always missing somebody. When I'm in northern California, I miss my mom and stepdad. But when I'm in L.A., I miss hanging out with my friends, my other set of parents and little brother and sister. After all those back-and-forth flights, I've learned not to get too emotionally attached. I have to protect myself. 10

Many of my friends' parents are divorced. The ones whose mom and dad live near each other get to see both their parents more. These kids can go to school plays and dances on the weekends, and see their friends when they want. But others have custody arrangements like mine. One friend whose dad moved to New Hampshire sees him at Christmas and for one month during the summer. My girlfriend's dad lives in Alaska. They know what I know: it's not fair. 11

No child should be subjected to the hardship of long-distance joint custody. To prevent it, maybe there should be an addition to the marriage vows: Do you promise to have and to hold, for richer and for poorer, in sickness and in health, as long as you both shall live? And if you ever have children and wind up divorced, do you promise to stay within the same geographical area as your kids? Actually, since people often break those vows, maybe it should be a law: if you have children, you must stay near them. Or how about some common sense? If you move away from your children, *you* have to do the traveling to see them. 12

In two years I'll go to college. I'll be living away from both homes, which will present new problems, such as where I will spend holidays. Whatever happens, I'll continue to build my relationships with both my parents, my siblings and my friends. 13

Before I have children of my own, I'll use my experiences to help make good decisions about whom I choose to marry. However, if I do get a divorce, I will put my children's needs first. I will stay near them no matter what happens. 14

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. family therapy following divorce
   b. long-distance joint custody

   c. divorce in the United States
   d. reasons for separation
2. The central idea of this selection is stated in
   a. paragraph 1, last sentence "When I was 4. . . ."
   b. paragraph 3, first sentence "Though I was. . . ."
   c. paragraph 11, last sentence "They know what. . . ."
   d. paragraph 12, first sentence "No child should. . . ."
3. The author's primary purpose is to
   a. inform us about the research on children of divorce.
   b. express his views on the reasons that marriages fail.
   c. entertain readers with amusing incidents in his long-distance life.
   d. persuade readers that divorced parents should live close to their children.

Details

4. Sheff's parents separated when he was how many years old?
   a. 4
   b. 6
   c. 7
   d. 12
5. Sheff's mother lives in
   a. Berkeley
   b. Alaska
   c. Los Angeles
   d. San Francisco
6. As a young child, what was Sheff's attitude toward his parents' divorce?
   a. He did not accept it.
   b. Sheff knew it was not his fault.
   c. He did not believe in divorce.
   d. Sheff lost respect for both parents.
7. At age 16, Sheff chose to
   a. live with his mother.
   b. live with his father.
   c. spend more time with his friends.
   d. live with someone other than his parents.
8. The author's overall organizational pattern is
   a. definition: He defines the term "joint custody."
   b. comparison and contrast: He compares children of divorce to children of intact families.

   c. cause and effect: He explains why he thinks joint custody is unfair.
   d. sequence: He traces his travels between his parents' homes.

Inferences

9. The author believes that divorced parents should
   a. move far away from each other.
   b. divorce only as a last resort.
   c. reconsider staying together.
   d. put their children's needs first.
10. As an alternative to long-distance joint custody, the author proposes that
    a. only one parent should have custody of the children.
    b. parents should maintain homes close to their children.
    c. children of divorce should be placed in foster homes.
    d. a law should be passed making divorce illegal.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

turbulence unresolved convert custody cameo toll

1. If a financial dispute between individuals remains ________, they may have to settle their differences in court.
2. During a presidential election, each candidate tries to ________ as many voters as possible to his point of view.
3. The most important decision to be made in a divorce case concerns who will have ________ of the children.
4. Moviegoers enjoy watching a film in which one of their favorite actors has a ________, however brief.
5. Because of ________ in the air, several passengers on the flight suffered from motion sickness.
6. During the Middle Ages, the death ________ from plague was high.

THINKING DEEPER

Ideas for discussion and writing

1. According to the author, what has been the toll of his long-distance life? Using details from the selection, discuss how his parents' divorce has affected him.
2. Discuss the various custody arrangements available to divorced parents and the advantages and disadvantages of each.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions*. For example, how do children cope with their divorced parents' custody arrangements? Also, criminal activity, drug use, and emotional distress are much higher for children of divorce. How can divorced parents protect their children from these consequences?
4. Write about what you think is the greatest problem associated with divorce.

SELECTION
32

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. In your opinion, what are the personal advantages and disadvantages of divorce?
2. What are the social consequences of divorce?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

disposition (3) mood or tendency
adherents (4) supporters of a cause or an individual
empirical (5) verified by observation or by experimental evidence
alluring (9) attractive, enticing, desirable
emancipating (9) freeing from bondage, oppression, or restraint
franchise (11) a right or privilege officially granted by government to an individual or group
attenuate (12) reduce, weaken, lessen
abrogates (13) abolishes, does away with
dismantle (21) take apart, to end gradually and systematically
dissolution (27) termination or extinction, disintegration

Creating a New Form of Inequality

BARBARA DAFOE WHITEHEAD

In this selection, reprinted from her book The Divorce Culture, *Barbara Dafoe Whitehead suggests that widespread acceptance of divorce has had damaging social consequences.*

From *The Divorce Culture* by Barbara Dafoe Whitehead. Copyright © 1997 by Barbara Dafoe Whitehead. Reprinted by permission of Alfred A. Knopf, a Division of Random House, Inc.

THE SHIFT FROM a family world governed by the institution of marriage to one ruled by divorce has brought a steady weakening of primary human relationships and bonds. 1

Relationships are becoming more fleeting and unreliable. Children are losing their ties to their fathers. Even a mother's love is not forever, as the growing number of throwaway kids suggests. 2

Divorce is not the only force that has contributed to weaker family ties and more fragile families. But it has been the most important force in shaping a new cultural **disposition** about the meaning of family breakup. 3

Divorce has been damaging not only because it has contributed to family fragmentation and the paternal abandonment of children but also because it has won influential **adherents** who defend family breakup as necessary for individual psychological growth and freedom. 4

When the divorce revolution began 30 years ago, no one could have predicted where it would lead, how it would change the shape and content of family relationships, or whether it would deliver on its promises of improving marriage and family life, especially for women. Now we have a substantial body of experience and **empirical** evidence on the impact of divorce. It tells us the cultural case for divorce has been based on misleading claims, false promises and bankrupt ideas. 5

One claim made for divorce was that women would gain greater equality and independence. Yet the evidence suggests that widespread divorce has generated new forms of inequality. It has contributed to greater economic insecurity and poverty among women and children. It has been a principal generator of unequal opportunities and outcomes for children. 6

It is hard to think of any recent economic force that has been as brutally efficient in transforming middle-class haves into have-nots. In a high-divorce society—even if the wage gap continues to narrow, jobs remain plentiful and child-support enforcement continues to be more efficiently and aggressively pursued—women still are likely to lose ground economically. 7

Nor can it be said that widespread divorce has moved us closer to greater gender equality. In a society marked by high levels of divorce, women not only bear double responsibilities for bread-winning and child-rearing, but they bear them alone. Moreover, in a high-divorce society the goal of involved, hands-on fatherhood becomes more difficult to attain. 8

Perhaps the most **alluring** claim for divorce has been its promise of greater personal freedom. One popular book promises women "the 9 joy of handling your own money, learning to cope as a single mother, and the freedom to manage your time as you see fit." Another proclaims that "there is joy in **emancipating** oneself." Yet in ways not fully anticipated, divorced women's freedoms and opportunities often are quite limited. Single mothers in particular may find it difficult to achieve a satisfying blend of work and family.

Society's principal cheerleaders for expressive divorce have been 10 its most economically advantaged and well-educated women, but only their message, not their privilege, has been transmitted to their working-class "sisters."

Divorce frees many men from the daily tasks of home and family 11 life, and many men free themselves from the responsibilities of providing for their children. However, divorced fathers are not truly liberated. Their opportunities to share in the daily lives of their children are lost. As they lose their **franchise** as fathers, many men also lose a central reason for working hard and participating in the life of the community.

Divorced men also lose access to women's emotional and social 12 intelligence in building and sustaining relationships. Men's social, as well as family, ties **attenuate** after divorce. Although it is too soon to tell, fathers who abandon their children may be abandoned by their adult children when they become old, needy and dependent, leaving elderly men to the care and custody of strangers.

In a culture of divorce, children are the most "unfree." Divorce **abrogates** 13 children's right to be reasonably free from adult cares and woes, to enjoy the association of both parents daily, to remain innocent of social services and therapy, and to spend family time in ways not dictated by the courts.

More broadly, the divorce culture limits the family's freedom to 14 conduct its own relationships. The American family is founded on the principle of glorious voluntarism. However, the freedom to choose is not unfettered. Through marriage the individual becomes committed to a set of obligations, not only to the spouse but to children, relatives and the larger society. These obligations are voluntarily made and kept.

However, in a culture captive to divorce, the family becomes less 15 able or willing to govern itself. Parental commitments outside of marriage become increasingly involuntary and regulated. The obligation of fathers to provide for their children, an obligation freely accepted and (generally) faithfully honored by married fathers, becomes the focus of state enforcement. Parent-child relationships, once conducted without legal oversight, are governed by court-established visitation and custody arrangements.

Paternity, itself the voluntary recording of a father's name on a birth certificate, an occasion once celebrated with cigars and champagne, becomes a matter of court-ordered and state-reimbursed blood tests. Adoption, the voluntary system of reassigning children to families, loses ground to a system of reshuffling children from biological parents to foster or residential care and back again. In brief, divorce and single parenthood invite, indeed often require, more active regulation of family relationships by the state. 16

Even though the state can require certain forms of parental support, mainly for the economic upkeep of children, it can do so at only minimal levels. The state cannot force divorced fathers to take higher-paying jobs or work extra shifts for their children's sake. It cannot require divorced parents to set aside their anger to assist each other in rearing their children. 17

Consequently, compared with a system in which parents share a common household and voluntarily invest in their children, a legally supervised parenthood is almost by definition one in which the levels of parental investment are likely to be low and somewhat fitful, even if the regulatory controls are steadily improved and tightened. Thus, Americans are moving away from a high-investment child-rearing strategy when the requirements of a postindustrial economy require higher-level and longer-term parental and societal investments in children. 18

It does not require sophisticated statistical projections to make the argument that Americans already have experienced too much divorce during the past 25 years and that the current trends cannot be sustained. 19

If we do not act to reduce divorces involving children, we will surely become a nation with a diminished capacity to sponsor the next generation into successful lives as citizens, workers and family members. We will lose the capacity to foster strong and lasting bonds between fathers and children, between older and younger generations, and between children and the larger society. 20

Divorce is necessary in a society that believes in the ideal of affectionate marriage, and in one that seeks to protect women from brutality and violence in marriage. But it is not necessary to abolish divorce to **dismantle** the divorce culture. 21

For parents, divorce is not a solo act but one that has enormous consequences for children. It has spawned a generation of angry and bereaved children who have a harder time learning, staying in school 22 and achieving at high levels. High and sustained levels of divorce also have raided children's piggy banks, depriving them of the full resources that they might have had growing up in an intact family. The cost of getting a divorce also has diverted family resources away from children toward the professional service sector. An entire industry has sprung up to harvest the fruits of family discord.

Finally, divorce is never merely an individual lifestyle choice without larger consequences for the society. Divorce has contributed to welfare dependency and given rise to an entire public bureaucracy devoted to managing and regulating the parental tasks and obligations of raising children. It has imposed a new set of burdens on schools, contributed to the tide of fatherless juveniles filling the courts, and increased the risks of unwed parenthood. 23

Once we acknowledge that divorce involves other stakeholders and imposes costs on others, then we can begin to talk about high levels of divorces involving children as a social problem that must be addressed rather than as an expression of individual freedom that cannot be infringed. 24

A second and complementary step toward dismantling the divorce culture is to treat divorce as a morally and socially consequential event. The ethic of expressive divorce recognizes the rights and needs of the liberated self, but has nothing to say about the responsibilities of the obligated self. It has no language for talking about the special obligations of parents to children or about the social trust invested in marriages with children. We still are reluctant to speak about the moral obligations involved in divorces with children for fear of "blaming" and thus psychologically burdening adults. Yet the truth is that divorce involves a radical redistribution of hardship from adults to children, and therefore cannot be viewed as a morally neutral act. 25

Changing the way we think about divorce will have several likely consequences: 26

- If children are treated as key stakeholders and as those most at risk in the **dissolution** of the marriage, then parents, clergy, therapists, judges and policymakers will be more likely to attend to their interests. 27
- If divorce is regarded as a central source of disadvantage and father-loss for children, there may be a stronger effort at educating the public about the risks of divorce to children. 28
- If marriages with children are considered a kind of special trust, there will be greater societal effort aimed at preventing the dissolution of such marriages. Not all marriages can or should be 29

saved "for the sake of the children," but clearly of the six out of 10 divorces that involve children, some are salvageable.

- Members of the divorce establishment could take leadership in divorce prevention. Therapists, lawyers and other professionals who profit from divorces involving children might, through their professional associations, support projects designed to reduce divorce among families with children. 30
- Scholars might put marriage back on their research agenda and thereby add to our knowledge of what makes marriages succeed or fail. 31
- Clergy might renew their commitment and redouble their efforts to provide pastoral care to married couples with children, especially at times when marriages likely are to be stressed. Within religious communities, older married couples might serve as mentors to younger couples. 32

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. a new form of inequality
   b. the divorce culture
   c. the case for divorce
   d. divorce and government regulation
2. Which of the following is the best statement of the author's central idea?
   a. In a world ruled by divorce rather than marriage, family ties are weakened.
   b. Defenders of divorce say it is necessary for psychological growth and freedom.
   c. Widespread divorce has created new forms of inequality among women and children.
   d. Divorce makes families less self-sufficient and more dependent on government.
3. The author's *primary* purpose is to
   a. express her feelings about divorce.
   b. persuade us to change the way we think about divorce.
   c. inform readers that a divorce culture exists.
   d. describe different types of family relationships.

Details

4. According to the author, divorce has been damaging for all but which one of the following reasons?
   a. It has contributed to family breakup.
   b. Fathers have abandoned their children as a result of divorce.
   c. Divorce has won adherents who defend it as necessary for growth and freedom.
   d. It has caused couples to resolve their differences and get back together.
5. According to the author, which one of the following claims about divorce is false or misleading?
   a. Divorce has generated new forms of inequality.
   b. It has contributed to greater economic insecurity.
   c. Women have gained greater equality and independence as a result of divorce.
   d. Divorce has generated unequal opportunities and outcomes for children.
6. According to the author, who is the most unfree in a culture of divorce?
   a. men
   b. women
   c. society
   d. children
7. Which of the following best expresses the author's opinion about divorce?
   a. Divorce is not necessary.
   b. Divorce has brought a steady weakening of primary human relationships and bonds.
   c. It is a lifestyle choice without social consequences.
   d. Divorce is a solo act for parents with few consequences for children.
8. The author's organizational pattern in paragraphs 26 through 32 can best be described as
   a. classification.
   b. cause and effect.
   c. comparison and contrast.
   d. generalization then example.

Inferences

9. The author's rejection of the divorce culture is based on
    a. experts' opinions.
    b. her upbringing.
    c. religious beliefs.
    d. moral values and social concerns.
10. The author rejects the "ethic of expressive divorce" because
    a. it ignores the fact that people have obligations and responsibilities to others.
    b. divorce is a morally neutral act.
    c. it blames adults for not being able or willing to work out their differences.
    d. the rights and needs of the liberated self supersede those of children and society.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

emancipating
dissolution
disposition
dismantle
franchise
attenuate
adherents
abrogates
empirical
alluring

1. It will take me months to _______ my office so I can move into a larger one.
2. A big step toward the equality of women was the voting _______ established in the 19th amendment to the U.S. Constitution.
3. In any election, each candidate has _______ who are willing to contribute money or time to the campaign.
4. Vicki's little boy has such a good _______ that she hopes her second child will be as nice.
5. Scientific laws are based on research and the collection of _______ evidence.
6. A failure to abide by the terms of your rental agreement _______ your lease.
7. Many who watch the Academy Awards ceremony each year are more intrigued by the women's _______ gowns than by the awards.
8. Abraham Lincoln is credited with _______ the slaves.

9. Petty disagreements over a period of time can ______ the bonds of even the best friendships.
10. Trina watched the ______ of the chemical powder as she slowly stirred it into the beaker of water.

THINKING DEEPER

Ideas for discussion and writing

1. Throughout the selection, the author makes a distinction between divorce and *the divorce culture.* In paragraph 21 she says "But it is not necessary to abolish divorce to dismantle the divorce culture." What does she mean? What *is* the divorce culture? How does the author suggest that we dismantle it?
2. Discuss the relationship between the ideas expressed in this selection and those expressed in Selection 31. For example, does Nick Sheff's experience as a child of divorce reinforce or contradict what Barbara Dafoe Whitehead says about the effects of divorce on children? Explain your answer.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, some hard questions for society are what can we or should we do about the high divorce rate? Whose needs does divorce serve? Who suffers? How does the author answer these questions? What are your answers?
4. The author of this selection discusses several consequences of divorce. Choose one of these consequences to write about and explain what you think can or should be done about it.

SELECTION
33

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Do you believe that educators have correctly determined your needs as a student?
2. Do you think that male and female students have different needs?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

unfathomable (1) not understandable, incomprehensible
cues (4) signals, hints, suggestions
procreation (7) sexual reproduction
agitation (12) emotional disturbance, restlessness
cognitive (14) involving or relating to thought processes
implicit (15) implied, suggested, not directly expressed
succinctly (17) expressing much in few words, concisely
tainted (22) morally corrupted
adulation (22) excessive flattery or admiration
exuberance (24) enthusiasm, joy

Have Today's Schools Failed Male Students?

PATRICIA DALTON

Patricia Dalton is a Washington, D.C., clinical psychologist. In this selection she suggests that in our attempt to overcome the disadvantages of female students, we may have shortchanged male students.

FOR ALL THE **unfathomable** horror of the shootings . . . at Columbine High School, there was one thing that came as no surprise to me. 1

It was boys who fired the guns in Littleton, Colo. Just as it was boys who fired the guns in the school shootings in Pearl, Miss., in West Paducah, Ky., in Jonesboro, Ark., in Springfield, Ore., and . . . in Conyers, Ga. 2

It seems clear to me, both as a psychologist and as the mother of two daughters and a son, that we should be concerned about how we are failing our boys. 3

I'm not suggesting that every boy is a potential killer. Far from it. But from observing my patients and my son's friends, I think we are missing **cues.** 4

I can recall a teenage boy I saw some time ago in therapy. He had changed schools after his parents divorced. His dad was concerned that he was not interested in sports and was not hanging around with the other guys. I knew that the boy was unhappy, but the underlying problem was that his behavior simply didn't fit his father's picture of being a man. His dad seemed surprised—even embarrassed—that his son was going through a hard time, as if real guys shouldn't have doubts and worries. What his son needed, I realized, was for his father to understand that real guys do have doubts and worries. 5

To really help boys, we need to think not only about issues such as the violence they are exposed to and the availability of weapons; we also need to widen the lens and look at their daily lives, both in and out of school, and examine the expectations and messages they get from us. 6

Because of legitimate concerns about gender discrimination, for years we tended to play down differences between boys and girls, even though research and common sense tell us they exist. Ask any parent who has raised children of both sexes. The differences show up at a young age, they persist, and they are probably there for good evolutionary reasons: They bring the sexes together and promote **procreation.** 7

More recently, as we've begun to acknowledge gender differences, we've focused our attention on girls. Think of Mary Pipher's bestseller, *Reviving Ophelia,* which catalogued problems such as anorexia nervosa, bulimia and self-mutilation that girls are likely to exhibit. Think of Harvard professor of education Carol Gilligan and her research team as they described girls who are confident at 11 but confused by 16. And think of all the recent studies of single-sex education that have addressed almost exclusively the special needs of girls. 8

Where does all this leave boys? 9

The statistics that cross my desk are not encouraging. They suggest that boys may be the more fragile sex. Approximately three out of 10 every four children identified as learning disabled are boys. Boys are much more likely than girls to have drug and alcohol problems. Four of every five juvenile-court cases involve crimes committed by boys. Ninety-five percent of juvenile homicides are committed by boys. And while girls attempt suicide four times more often, boys are seven times as likely to succeed as girls—usually because they choose more lethal methods, such as guns.

While girls tend to internalize problems, taking their unhappiness out on themselves, boys externalize them, taking their unhappiness out on others. Boys have more problems than girls in virtually every category you can think of with the exception of eating disorders. 11

The signs of depression my colleagues and I are likely to see in girls are typically straightforward—sadness, tearfulness and self-doubt. In boys, depression is generally hidden behind symptoms such as irritability, **agitation** and explosiveness. 12

Since our kids spend the majority of their day in the structured setting of school, that's where problems are most likely to come to light. Many boys think that their grade schools are boy-unfriendly. I well remember my son bursting into the kitchen one day after school, yelling "They want us to be girls, Mom, they want us to be girls!" A seventh-grader once told me he was planning that night to write a book report that was due the next day—"not like the perfect girls who did theirs three weeks ago." 13

We all know that boys mature more slowly than girls, and that they reach the **cognitive** milestones essential for doing well at school later than girls do. Take reading, for example. Girls are usually ready to read earlier than boys. This means that average boys wind up feeling less successful, and learning-disabled boys can feel easily defeated. 14

What have schools done to accommodate these well-documented differences in rates of maturity? Very little. Schools, like researchers, have been concentrating on girls. In recent years, some parents have been holding their boys back voluntarily, because they don't seem ready for first grade. Maturity differences persist through adolescence, although adults sometimes seem to ignore them. Teenagers seem to have an **implicit** understanding of them, though; boys are often a year or two older than the girls they date. 15

So here's a radical proposal: Have boys start school a year later than girls so that the two sexes are more evenly matched. 16

Besides their different maturity rates, boys are more active than girls and slower to develop control of their impulses. I'm not the first 17 one to suggest this; even Plato observed that of all the animal young, the hardest to tame is the boy. A young boy put the matter to me **succinctly:** "I figured it out. I'm bad before recess."

But many schools have not accommodated boys' need to work off excess energy. Instead, many have shortened lunch and recess periods in order to cram more class time into the day, as the pressure to become more competitive and test-oriented has increased. 18

A fifth-grade boy once told me, "School just sucks the fun out of everything." And my high-school-age son, who enjoyed preschool and kindergarten so much that he left for first grade one day saying, "Ready to rock and roll," had changed his tune by middle school. "Mom," he said, "It's like going to prison." 19

While parents and schools have often failed to respond to these signals, popular culture has picked up on them. Matt Groening once said that he created *The Simpsons* because of all the teachers who, when he was enjoying himself, would shoot him a look that said, "Take that stupid grin off your face right now." 20

Groening has it right. I hear a lot about *The Simpsons* from the kids I see in therapy. Girls like *The Simpsons;* boys love the show. 21

One of the ways boys can blow off steam is sports. Yet even this outlet is **tainted** by the student and adult **adulation** of athletes that pervades many of the big high schools. That's a problem for several reasons: It gives athletes an inflated idea of themselves and non-athletes feelings of inferiority and resentment. The boys I see in my office often tell me how sports provide an arena in which they can test themselves, and many feel like failures when they get cut from a team—something that is increasingly likely to happen in our highly competitive mega-schools. All kids need to exercise and play sports, and not just for the short time they have physical education. It would be good to see all schools offering intramural after-school sports to all students. 22

There's no question in my mind that, in our haste to make up for the disadvantages that girls have historically suffered, we've tended to overlook the needs of ordinary boys. 23

Like everyone else, boys of all ages need adults to love them, appreciate them and enjoy them, so that they can come to value and have faith in themselves. We need to help them find outlets for their natural **exuberance,** vitality and even devilishness. One of my favorite sights is the look on boys' faces on the baseball field as they steal bases—when it's good to be bad. 24

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. differences between boys and girls
   b. ways to help boys in school
   c. academic performance of boys and girls
   d. how we are failing boys
2. The central idea of this selection is stated in
   a. paragraph 1 "For all the unfathomable. . . ."
   b. paragraph 3 "It seems clear to me. . . ."
   c. paragraph 6 "To really help boys. . . ."
   d. paragraph 23 "There's no question. . . ."
3. The author's *primary* purpose is to
   a. entertain readers with a discussion of gender differences.
   b. inform readers of the ways schools are meeting the needs of female students.
   c. persuade readers that schools should address the needs of male students.
   d. express concern that girls are being overlooked in school.

Details

4. According to the author, we can really help boys by thinking about
   a. gender differences.
   b. girls' needs.
   c. violence and the availability of weapons.
   d. the expectations and messages boys get from us.
5. According to the author, boys—not girls—may be the more fragile sex for all but which one of the following reasons?
   a. Boys attempt suicide four times more often than girls.
   b. Three out of every four learning-disabled children are boys.
   c. Boys are more likely than girls to have drug and alcohol problems.
   d. Boys commit ninety-five percent of juvenile homicides.
6. Which one of the following is a sign of depression in boys?
   a. self-doubt
   b. tearfulness
   c. irritability
   d. eating disorders

7. The author suggests that boys start school a year later than girls because boys
   - a. are not as smart as girls.
   - b. mature more slowly than girls.
   - c. are less active than girls.
   - d. have more control over their impulses than girls.
8. The author's organizational pattern in paragraphs 14 through 17 is
   - a. comparison and contrast
   - b. cause and effect
   - c. sequence
   - d. definition

Inferences

9. Although schools have failed to address boys' needs, popular culture has picked up on them as best expressed in which one of the following?
   - a. Mary Pipher's *Reviving Ophelia*
   - b. Matt Groening's *The Simpsons*
   - c. the research of Carol Gilligan and her team
   - d. Plato's *Republic*
10. Which of the following is an example of the way a boy might *externalize* his unhappiness?
    - a. crying
    - b. becoming anorexic
    - c. attempting suicide
    - d. swearing at a classmate

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

unfathomable
procreation
succinctly
exuberance
cognitive
agitation
adulation
implicit
tainted
cues

1. Taking her ________ from her friends, who were dressed informally, Janet changed into jeans and a T-shirt.
2. Ron's red face and restlessness showed his ________ over not being able to find his keys.

3. The instructor said, "Your paper is too long and wordy; you need to express your ideas more ________."
4. In their ________, some fans go to extremes such as attending every personal appearance of a favorite celebrity.
5. On Oscar night, winners cannot conceal their ________ at being selected.
6. Some crimes such as those involving kids who kill their classmates seem ________ to otherwise knowledgeable people.
7. In a zoology class, you will study the ________ and behavior of various animal species.
8. Reading, writing, and critical thinking are three ________ skills that students can develop and improve.
9. An attitude of disrespect is ________ in the behavior of drivers who swear at or make obscene gestures to others on the road.
10. While some people enjoy betting on the outcome of a game, others refrain, believing that gambling has ________ professional sports.

THINKING DEEPER

Ideas for discussion and writing

1. The author says that in focusing their attention on girls, the schools have failed male students. What evidence does she offer? What are the differences between boys' and girls' behaviors that educators are not addressing?
2. Read paragraph 24 again. What relationship do you see between the ideas expressed in this paragraph and what the authors of Selections 31 and 32 say about the needs of children from divorced familes?
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, once we asked the question "How have schools failed girls?" Having made the classroom more comfortable for girls, now we seem to be shortchanging boys. What do you think schools can or should do to accommodate the needs of both sexes?
4. In paragraphs 11 and 12, the author compares the ways boys and girls handle problems. Does your own experience support the idea that girls internalize problems while boys externalize them? Write a paper in which you compare the way you and a friend or family member of the opposite sex handle problems.

SELECTION

34

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Have you, or has someone close to you, served in the armed forces? Are your memories of the experience positive or negative and why?
2. What do you know, either from reading or from experience, about sexual harassment in the armed forces?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

unwavering (6) resolved, decisive
submission (8) giving in to the authority, power, or desires of another
ruck (8) people who are followers, not leaders; multitude
render (11) make, cause
incurred (15) brought upon oneself
acquiescence (16) passive agreement without protest
degrading (19) reducing to a state of shame or disgrace, humiliating
innuendo (20) hint, insinuation
deployed (22) positioned troops in readiness for combat, distributed persons or forces
unsavory (23) morally offensive, disagreeable, distasteful

Harassment Camouflaged in an Area of Gray

ALYSIA BENNETT

Alysia Bennett, a new aide at The Washington Post, *served in the U.S. Army from 1987 to 1991. In this selection, she recalls her conflicted feelings as an enlisted woman whose male superiors, by turns, treated her respectfully and inappropriately.*

NINE YEARS AGO, when I tried on my Army Class A uniform for the first time, I had a lot of help from my drill sergeant. 1

Unconvinced that it fit properly, he inserted his hand into my pants and slowly began to move his hand back and forth to demonstrate the point. His eyes not meeting mine, and his hand lingering, he asked: "Bennett, when are you going to do something with your hair?" 2

I was 17, a private just a few weeks into my enlistment and distinctly uncomfortable. But by the time I graduated basic training, that incident was less vivid in my mind than others involving my drill sergeant: his concern when I lost my appetite, his cheering when I earned my sharpshooter badge. 3

All of which is a way of saying that the Army that I've read about in recent news coverage about the problems with sexual harassment and rape is both familiar and foreign to me. 4

Yes, my experience was wrought with imperfection, but the story doesn't end there. Despite the difficulties, awkward moments and occasional misuses of power, I look back on my enlistment with pride and—strange as it may seem—on my sometime tormentors with appreciation. 5

Although at times they embarrassed me with inappropriate gestures, they had an **unwavering** faith in me as a soldier and as a person, a fact they made clear through word and deed. And so my feelings toward them are as complicated, and conflicted, as were their actions. 6

During basic training at Fort Jackson, in South Carolina, I shared the barracks with a platoon of young women not unlike myself. For the most part, we had left home because either we didn't have much or we were too young to appreciate what we did have. 7

Our education began with the discipline of quiet **submission.** We learned how to say, "Yes, drill sergeant" and "No, drill sergeant," and how to avert our eyes from theirs. With fatigued muscles, we endured **ruck** marches, long runs and obstacle courses. We low-crawled in sawdust pits and did sit-ups in the mud. We beat our bodies into subjection. 8

Barely out of my prom dress, I had become one of America's finest, tossing hand grenades, setting up land mines and firing my M-16. I was tougher and stronger than I ever imagined I could be, and I owed that to the Army. 9

But my newly developed confidence and self-assurance had yet to be tested. My exam arrived the day my drill sergeant put his hand into my pants. 10

At that moment, I locked eyes with the man who had encouraged me to "kill that commie" during bayonet training, who had taught me how to deliver such a ferocious rifle-butt stroke to the groin that it could probably **render** a man unconscious, if not sterile. But to him, I replied with timidity and restraint. 11

"I think they fit, drill sergeant." 12

He pulled his hand from my pants and walked away smiling, perhaps less amused by my embarrassment than his ability to elicit it. 13

Looking back on the incident, I wish that I had been tougher, or at least wittier. But that would have been almost impossible. I had already been broken. I merely submitted to those in authority; I never questioned them. I was just bad enough to kill for my country but not so tough that I would ever offend or disobey. That mentality makes for a great soldier, but it opens the door for misconduct. 14

During one of our morning runs, a platoon member who began to fall behind **incurred** an unusual—some might say offensive—comment from our drill sergeant. The comment was meant to push us to do our best: "If you can't make this little run, I don't know what the hell you think you're gonna do for your man." 15

It was inspiration by humiliation, yet we laughed. In doing so, some of us gave our approval and others their **acquiescence.** Those were the only responses that our roles as subordinates seemed to permit. 16

The recognition that the quality of our lives during basic training rested with the drill sergeant prompted a few women to use flirtation for personal gain. With just the right word, glance or smile, they played the game just like he did. He was nicer to and more tolerant of them, but on some occasions the whole platoon benefited. Pizza parties and movies are practically unheard of in basic training—a place my drill sergeant characterized as no place for joy or happiness. 17

But our platoon had both. As long as he was happy, we were happy. 18

For the most part, though, what I remember is my drill sergeant's encouragement to stand tall, even when I didn't believe that I could. He was the first, but not the last, of his kind that I would submit to during my Army career: men of authority who could be both **degrading** and supportive. 19

At the 101st Airborne Division, my platoon sergeant had a knack for sexual **innuendo.** He was an effective leader, but discretion was not his forte. I always tried to ignore him when he shifted the conversation to matters I considered inappropriate. But on one particular 20 occasion, he greeted me by kissing my hand. My confusion turned to dismay when he began sucking my fingers.

"You are such a pervert," I snapped, pulling my hand back. "You know you want me to do the webbings, too," he replied, laughing. I told him how sick he was and left. I was disgusted but not angry; I wondered if he had any idea that he had crossed the line from humor to offense. 21

In September of 1991, my unit was **deployed** to the Persian Gulf War. I was the only female in my squad and one of a few present at our campsites when we were on maneuvers. I spent more than eight months in the desert, often in the isolated company of male soldiers, including my platoon sergeant. If ever the opportunity for harassment and abuse of power existed, that was it. Instead, they all looked out for me. The only enemy I knew was faceless and somewhere outside our perimeter. 22

I was determined not to play the helpless female during the gulf crisis, so I made every effort to be self-sufficient. I was successful until old neck and back injuries resurfaced. Simple tasks such as filling sandbags or carrying water to the shower area suddenly were difficult. Once, I was struggling to carry a 5-gallon container of water to the shower. Throbbing pain forced me to stop every few feet. Seeing the problem, my platoon sergeant tried to step in and help. "I can do it myself," I said. Finally, he insisted on carrying it. When we arrived, he waited in line with me, then climbed to the top of the stall and filled the outdoor container with water. He climbed down and left without his usual **unsavory** monologue. 23

My days in the Persian Gulf were filled with incidents like that one. So was my entire enlistment. Often those acts of kindness came from the same men who had grossly failed to exercise judgment on previous occasions. I don't make excuses for them. They don't deserve any. But, in a world that leaves room only for heroes and demons, so much of the story is left untold. 24

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. sexual harassment
   b. women as soldiers
   c. life in the armed forces
   d. an enlisted woman's harassment

2. The central idea of this selection is stated in
   a. paragraph 3, second sentence "But by the. . . ."
   b. paragraph 5, first sentence "Yes, my. . . ."
   c. paragraph 5, second sentence "Despite the. . . ."
   d. paragraph 6, first sentence "Although at. . . ."
3. The author's *primary* purpose is to
   a. express her mixed feelings about the officers who had power over her.
   b. persuade readers that something should be done about the sexual harassment of military women.
   c. inform readers about the sexual harassment of women in the military.
   d. entertain readers with anecdotes about her drill sergeant.

Details

4. Bennett's feelings about her officers are complicated and conflicted because
   a. she felt sexually harassed.
   b. they embarrassed her but also showed faith in her.
   c. at 17 she was too young to know what was going on.
   d. they were crude men who behaved badly.
5. According to the author, which mentality makes for a great soldier but also opens the way for misconduct?
   a. timidity and restraint
   b. extreme toughness
   c. submission to authority
   d. a good sense of humor
6. The drill sergeant was nicer to and more tolerant of women who
   a. seemed fearful.
   b. made witty remarks.
   c. acted tough.
   d. used flirtation.
7. What the author remembers most about her days in the army is
   a. her experiences during the Persian Gulf war.
   b. her drill sergeant's encouragement to stand tall.
   c. the bad judgment some of the officers displayed.
   d. the platoon sergeant who sucked her fingers.
8. The author's overall organizational pattern is
   a. process: She explains how to get along in the army.
   b. definition: She defines sexual harassment.

c. comparison and contrast: She shows two sides of the army officers.
d. cause and effect: She explains why life in the army is difficult for women.

Inferences

9. The author characterizes the men who she served under in the army as
    a. gentlemen and scholars
    b. neither heroes nor demons
    c. sexual harassers
    d. sexist perverts
10. Which of the following is the most likely meaning of the selection's title "Harassment Camouflaged in an Area of Gray"?
    a. The title refers to the color of the uniform the author wore.
    b. Soldiers wear camouflage clothing to conceal them from the enemy.
    c. People have tried to cover up sexual harassment of women in the armed forces.
    d. What seems like a clear case of harassment may not be as simple as some people think.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

acquiescence
submission
unwavering
degrading
incurred
unsavory
deployed
innuendo
render
ruck

1. My faith in your ability to complete this task is ________ because I have never seen you fail at anything you try to do.
2. If we do not protest against injustice, then we give our ________ to those who commit evil deeds.
3. Several of my friends were among the first soldiers to be ________ to Viet Nam in the 1960s.
4. Because sexual remarks in the workplace can cause embarrassment, they are ________ to both men and women.
5. Some instructors ask for cooperation, while others require ________ to their authority.

6. Leaving prescription medicines in a hot car may _______ them ineffective.
7. The students who were talking in the back of the room _______ the instructor's anger.
8. I do not appreciate your _______ that I might be willing to do something that is against my beliefs.
9. Children who ride their bikes to school should avoid riding through _______ neighborhoods where they may be exposed to drugs and crime.
10. Taking one look at the crowd gathering at the crime scene, the officer in charge said, "Clear the area of this _______."

THINKING DEEPER

Ideas for discussion and writing

1. Discuss any examples of sexual harassment in the military that you know of personally or that you have read or heard about in the news. What are your thoughts about these incidents? What can or should be done about them?
2. The author says that she was the victim of inappropriate remarks and behaviors on the part of her superiors. She says that she does not make excuses for them, but she does not condemn them either. Discuss her reasons. Discuss also whether you think that her attitude is justified, whether you would have behaved the same or differently, and why.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, is sexual harassment an uncomplicated issue or does it involve complexities of human behavior as this author suggests? Are we paying too much or too little attention to sexual harassment in the military, in the schools, or in the workplace? What do you think?
4. Write about a person you know who is neither all good nor all bad, someone for whom you have mixed feelings.

SELECTION
35

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What does the term *racial profiling* mean?
2. Under what conditions do you think that police officers should question or search individuals?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

stammered (4) a way of speaking marked by uncontrollable pauses and repetitions
cheeky (8) bold, impertinent
seething (10) violent, excited, or agitated
concocted (10) devised, contrived, prepared by mixing ingredients
stark (12) harsh, grim, blunt
railed (14) expressed objection or criticism in bitter, harsh, or abusive language
chastens (16) restrains, subdues, punishes
nexus (19) means of connection, link, tie, connected series or group
disproportionate (19) out of proportion as in size, shape, or amount
incessant(19) continuing without interruption

Correspondence/Black & Middle Class: Both a Victim of Racial Profiling—and a Practitioner

STEVEN A. HOLMES

Steven A. Holmes writes for the New York Times. *In this selection, he suggests that the police are not the only ones who use the tactic of racial profiling.*

THE SPRING DAY was bright and sunny enough for sunglasses, yet cool enough to require a sweatshirt and baggy sweat pants. 1

As I walked along a busy street in the predominantly white northwest Washington neighborhood where I lived, I hardly thought that my clothing or, more important, my dark skin would attract the attention of the police. 2

But sure enough, after a few blocks, a brown and white cruiser from the Capital Police suddenly pulled alongside. A white police officer jumped out and demanded to know what I was doing there. 3

I live here, I **stammered,** somewhat stunned. 4

Incredulous, he asked to see some identification. 5

I produced a driver's license verifying that I lived a few blocks away—that this was, indeed, my neighborhood. He seemed satisfied. 6

I was not. "Why are you stopping me?" I asked. 7

"There was a burglary in the area, and you fit the description of the suspect," he answered, sounding surprised at what he clearly regarded as a **cheeky** question. 8

"Oh, yeah?" I replied. "Where?" 9

He quickly gave me the name of a street where the crime allegedly had occurred and departed, leaving me standing on the sidewalk, **seething.** I later called the local police precinct to check out this supposed burglary and was not surprised to find out that there was no report of any break-in on that street. The officer's explanation, I assumed, had been **concocted** to cover up what really had happened—a random stop of a black man who to the officer's eye did not fit the area. 10

The issue of whether the police target minorities for questioning and searches has been thrust onto center stage. Figures compiled by the New York City police show that in the 20 precincts where the Street Crimes Unit has been most active, 63 percent of the people stopped and frisked were minorities. Recently, investigators in New Jersey announced that a two-year study of random stops on the New Jersey Turnpike showed that roughly three-fourths of the people whose cars were halted and searched by state troopers were black or Hispanic. 11

The numbers are **stark,** and to civil-rights leaders and liberal politicians the numbers are proof of the use of racial profiling by police. But the figures give little sense of the depth of anger of people like me singled out evidently because of race or ethnicity. 12

The incident left me frustrated and irate. I thought: I'm a middle-class black man who works hard, pays his taxes, keeps out of trouble and tries to treat people with dignity and respect. Why should I be an object of suspicion? 13

I **railed** at the injustice of it all. Yet, as my anger cooled, I asked myself a harder question: Hadn't I done the same thing myself? 14

I thought back to the time back in the early 1970s when, as a college student in New York City, I supported myself by driving a taxi at night. In many ways, it was a great job for a student—flexible hours, good pay, a way to meet interesting people, especially women. It could also be dangerous. In three years, I was held up twice. Both times the perpetrators were young black men. 15

Fear **chastens** you. I did not quit driving a taxi. But I became more choosy about who I let in my cab. I still picked up black women, older men, couples, families and men dressed in suits. But my sense of tolerance and racial solidarity was tested every time a casually dressed young black man tried to hail my cab. Most times, I drove right by. 16

Like it or not, I was engaging in my own form of racial profiling. What I was doing was playing the odds, playing it safe, taking no chances. Looking back, I realized that those I declined to pick up looked remarkably like I did when the cop stopped me as I walked down a Washington street. 17

As I contemplated this, my anger spread to many targets: the police officer who had confronted me, and the young black hoodlums whose criminal behavior had made the officer suspicious of all African-American men in the first place. And I resented the country's history of racism, which helped to ensure that the presence of a black person in a leafy, affluent neighborhood of Washington was still a rare sight. 18

The **nexus** of race, crime and stereotyping raises difficult questions that are often ignored. Even as crime rates tumble, young black men still commit a **disproportionate** share of serious offenses, a fact that is driven home in metropolitan areas by television's seemingly **incessant** airing of crime news. And whether the fear stems from real experience or media-driven perceptions, people—police and civilian, white and black—play the odds all the time when it comes to how they view and respond to young black men. 19

Too often the country fails to acknowledge how widespread the practice is. Two years ago, at a town hall meeting on race in Akron, Ohio, President Clinton asked a group of whites who had joined him onstage whether they felt fear when they saw a young black man on the street who was not well dressed. A number sheepishly raised their hands. Clinton thanked them for their honesty. I sat there wondering, "Mr. President, why don't you ask the black participants the same question?" 20

Even the seemingly clear-cut statistics on racial profiling don't tell the whole story. New York's Street Crimes Unit did indeed stop and frisk a disproportionately large number of black men. Yet in those same precincts, 71 percent of the suspects, as described by their victims, were black men. 21

On the flip side, New Jersey state troopers arrested or seized contraband from 13.5 percent of the minorities whose cars were searched on the turnpike, compared with 10.5 percent of the whites. At first blush that seems like a sizable difference. But then consider that the troopers stopped three times as many non-whites or Hispanics as others: Racial profiling hardly seems to be producing enough arrests to justify the effort—or the heartache. 22

That may be the biggest argument against targeting some people as suspects based on their race, beyond the constitutional argument of equal treatment before the law. With crime rates tumbling in virtually every big city in the land, racial profiling may have outlived its usefulness. Perhaps if I were a young New York City cab driver today I would not be as wary of young black men as I once was. With the streets safer, it could be time for the public and the police to shed the kind of attitude I held nearly three decades ago—the attitude that followed me into middle-aged respectability on a Washington street. 23

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. racial profiling
    b. race relations
    c. race and ethnicity
    d. racial discrimination
2. Which of the following is the best statement of the author's central idea?
    a. Racial profiling is only one crime-fighting method.
    b. Racial profiling is not as prevalent as people think.
    c. The reality of racial profiling is that we all do it.
    d. Racial profiling is unfair to those who are singled out.
3. The author's *primary* purpose is to
    a. inform readers that racial profiling exists.
    b. express concern about the number of crimes committed by African Americans.

c. persuade readers to shed stereotypical attitudes.
d. entertain readers with his experiences as a taxi driver.

Details

4. According to the author, racial profiling is all but which one of the following?
   a. a legitimate crime-fighting technique
   b. the targeting of minorities as suspects
   c. a form of stereotyping
   d. unequal treatment under the law
5. In the author's opinion, he was stopped and questioned because he
   a. was dressed casually.
   b. fit the suspect's description.
   c. was a black man in a white neighborhood.
   d. might have information for the officer.
6. The author says he should not be an object of suspicion for all of the reasons except which one?
   a. He works hard.
   b. He pays his taxes.
   c. He treats people with dignity and respect.
   d. He has been in trouble with the law.
7. According to the author, what may be the biggest argument against racial profiling?
   a. Crime rates are decreasing.
   b. It is an unfair tactic.
   c. Racial profiling may be unconstitutional.
   d. The country has a history of racism.
8. In paragraph 14 the word "yet" signals that the relationship between the first sentence and the second sentence is
   a. contrast
   b. process
   c. definition
   d. example

Inferences

9. Clinton's question at the town meeting in Ohio (paragraph 20) and the author's response to it illustrate his point that
   a. racial profiling is stereotyping.
   b. Clinton was not sensitive to his audience's needs.
   c. both blacks and whites engage in racial profiling.
   d. Ohioans are not willing to express their views.

10. The author suggests that people's fears of black men—whether real or imagined—stem from the fact that
    a. cities have a higher crime rate than small towns.
    b. the crime rate is highest among young black men.
    c. crimes committed by minorities are widely publicized.
    d. most police officers are racists.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

disproportionate
stammered
incessant
concocted
seething
chastens
cheeky
railed
stark
nexus

1. A good parent ________ a child for playing too near the street.
2. Some of the actors who won Oscars were so surprised that they ________ into the microphone, unable to speak.
3. ________ with anger, Lyn shook her fist at the driver who had smashed into her car while she was stopped at a traffic light.
4. The instructor ________ at the students who were caught cheating on the exam.
5. The students thought the exam was too hard because a ________ number of them failed it.
6. When my horn got stuck, the ________ honking drove everyone crazy until I could get it stopped.
7. What is ________ behavior to one person may seem timid to another.
8. Only a person who is used to living in harsh conditions would appreciate a trip to Antarctica's ________ landscape.
9. The coastal town where we grew up is the ________ that draws me and my cousins together each summer.
10. I ________ a surprisingly good meal from the leftovers in my refrigerator.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss the arguments for and against racial profiling. Why do police use the tactic? Why do some people rail against it? Do you think racial profiling is or is not justified?
2. At the time of this writing (1999) the author says that crime rates are tumbling and that racial profiling may have outgrown its usefulness. Do you agree or disagree? Using your library's resources, research crime statistics for your area. What conclusions can you draw?
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions*. For example, in paragraph 14 the author says about racial profiling "I asked myself a harder question: Hadn't I done the same thing myself," recalling his experience as a taxi driver when he had refused to stop for black men who were casually dressed. A hard question for you to discuss and answer is "Have you engaged in racial profiling?"
4. Write about a time when you felt singled out because of your race, or the way you were dressed, or because of some other reason. What were your feelings, thoughts, or reactions?

SELECTION
36

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Do you think most people are or are not willing to donate their organs after death?
2. Do you think there should be financial incentives for those who donate their organs?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

taboo (4) something that is forbidden either because of social custom or because it is morally offensive
incentive (7) a reward or punishment that influences one's actions or behavior
ethical (8) of or relating to standards of right conduct
compensation (8) something given or received as payment
oxymoron (8) a contradiction in terms such as *deafening silence*
altruistic (11) unselfish
paradox (17) a statement contrary to received opinion
procurement (17) the act of acquiring, obtaining, or getting by special effort
unseemly (18) not in good taste, improper, inappropriate

A $300 Solution to Organ-Donation Dilemma?

ELLEN GOODMAN

Ellen Goodman is a member of the Washington Post *Writers Group. In her column, which is widely syndicated, she writes about a variety of social and political issues. In this selection, she comments on Pennsylvania's offer to pay the funeral costs to families of organ donors.*

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IT WOULD BE NICE to think of this as a simple problem of supply and demand. A test case for Economics 101. A problem for the marketplace. 1

Over here, we have 66,000 potential customers on a waiting list. Over there, we have 5,500 products. How do you satisfy all these customers? Where's the supply to meet the demand? 2

But we aren't talking about a shortage of *Star Wars* tickets or Beanie Babies. We are talking about a shortage of human organs. We are talking about people who die, waiting for a liver or a heart or a lung. We are talking about thousands who might have left behind a legacy of life. 3

Until now, we've kept economics out of this group portrait. Although there are reports of kidneys for sale in poor countries, Americans don't put organs on the free market. We not only have a **taboo** against buying organs, we have a law against it. 4

Now the state of Pennsylvania is going to try a new experiment—or perhaps an end run—around this taboo. The details will be announced soon by an advisory board. But the outline is already clear. The state is beginning a three-year program to pay $300 to help donors' families pay for funeral costs. 5

State officials insist they are not in the organ-buying business. The money is low; the check goes to the funeral parlor. They prefer to think of this as a reward, a societal thank-you note for the gift. 6

But they also hope that the program will provide an **incentive.** This is a test—just a test—to see whether a financial incentive of a few hundred dollars will increase the number of organ donors. 7

In short, Pennsylvania is trying to find an **ethical** line between reward and **compensation,** between a thank-you note and a paycheck. The Keystone State is creating that ethical **oxymoron,** a paid gift. 8

I understand the motive behind this, even the desperation. Some weeks ago, after writing about the organ legacy of my cousin Keren, I heard from dozens of grateful and needy families. There has been a long and frustrating attempt to increase the number of folks who check off the donor box on their drivers license, and the number of families that give permission at moments of enormous grief. 9

In Pennsylvania, a center of transplant surgery, there are personal stories that reinforce the thinking behind this $300 difference. And stories that raise doubts. 10

Consider the death of John White, a 20-year-old whose organs helped a dozen others but whose family was left to raise funds for a funeral. Surely, the family deserved the $300. Consider, on the other 11 hand, the parents of 2-year-old donor Max Kaner: "When we decided to donate, it was purely **altruistic.**"

Is one person's reward another person's insult? Is money an incentive or a turnoff? 12

This is not the first discussion of economics and donors. Some economists have talked of a futures market in organs. Others have suggested that we offer a tax write-off such as the one for charity to those who sign on as a donor. 13

But unease and suspicion already shadow the feelings of some families faced with this choice. A $300 reward inevitably would mean more to poorer families. Does that start us on the business plan that has already made a flourishing market for "donor" eggs? 14

What happens if the Pennsylvania experiment begins a bidding war? Pennsylvania offers $300 for a funeral. Do I hear another bid? New York offers $600? California offers $1,200? SOLD! 15

This experiment will be conducted under the eyes of an ethics panel. But when all is said and done, it is by no means clear how the panel can measure success. 16

Joseph Moreno, an ethicist at the University of Virginia, said this offers a **paradox:** "If they do increase the supply of organs, one would infer that families were price-sensitive. I'm not sure that's a good thing. If, on the other hand, it doesn't increase the organ-**procurement** rate, well, then families aren't price-sensitive, but we also haven't gotten any more organs." 17

Society should offer collective gratitude to donors and families. But there is something **unseemly** and ultimately destructive in this $300 solution. In the end, it undermines the value that encourages donation, a value that says there is something money can't buy: altruism. 18

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. organ diseases
   b. organ transplants
   c. organ donation
   d. the organ shortage
2. Which of the following is the best statement of the author's central idea?

  a. Organs needed for transplants are in short supply.
  b. Some people die waiting for an organ transplant.
  c. The sale of human organs for transplants is illegal in the United States.
  d. Pennsylvania's solution to the organ shortage problem is unseemly.

3. The author's *primary* purpose is to
   a. inform readers that there is a shortage of organs for transplants.
   b. persuade readers that financial incentives for organ donors are unethical.
   c. express sympathy for those who need organ transplants but are unable to get them.
   d. entertain readers with a true-life account of an organ transplant.

Details

4. Americans don't offer organs for sale because
   a. there is not enough supply to meet the demand.
   b. we cannot insure quality control.
   c. there is both a taboo and a law against it.
   d. we have plenty of organs available for transplant.
5. Pennsylvania has decided to help donors' families pay for funeral costs by offering them
   a. $300.
   b. $600.
   c. $1200.
   d. credit.
6. Discussions of economics and organ donors have included which one of the following suggestions?
   a. bidding on organs
   b. a tax write-off
   c. repealing the law against selling organs
   d. buying organs overseas
7. The author cites all but which one of the following disadvantages of Pennsylvania's experiment?
   a. A financial reward would mean more to poorer families.
   b. It might cause a bidding war among states.
   c. According to Joseph Moreno, it might not guarantee an increased number of organs.
   d. It would encourage the value of altruism.

8. The author's organizational pattern in paragraph 11 is
   a. definition.
   b. process.
   c. sequence.
   d. contrast.

Inferences

9. In paragraph 8, the author calls Pennsylvania's financial incentive "that ethical oxymoron, a paid gift." What does she mean?
   a. The people of Pennsylvania are unethical.
   b. Pennsylvania has no right to make this offer.
   c. If you have to pay for it, it's not a gift.
   d. It is illegal to pay the funeral costs of organ donors.
10. Which one of the following words from paragraph 18 suggests that the author is against paying a portion of the funeral costs to organ donors' families?
    a. gratitude
    b. unseemly
    c. encourages
    d. altruism

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

compensation
procurement
incentive
altruistic
oxymoron
unseemly
ethical
paradox
taboo

1. Just because an action is legal does not necessarily mean that it is ________.
2. A few couples have chosen to get married in ________ places such as shopping malls and pool halls.
3. Most societies have a ________ against incest.
4. Many people who contribute to charities do so for ________ reasons rather than for the tax benefit.
5. Children who earn the money to buy their own cars may have a greater ________ to take care of them than children whose parents buy cars for them.
6. Linda's job is the ________ of props such as cars, furniture, and other items used on movie sets.

7. An old joke says that the term military intelligence is an ______.
8. Salma's choice of a mate seemed a ______ to her friends because he was so unlike her.
9. If you choose a job based on financial ______ rather than on personal satisfaction, you may be unhappy in the long run.

THINKING DEEPER

Ideas for discussion and writing

1. Discuss Pennsylvania's $300 solution to the organ donation dilemma as explained in this selection. Do you agree or disagree with the author's conclusions in paragraph 18 and why?
2. Discuss what you think would be a fair way to allocate organs to those who need them.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, who should get organ transplants, who should pay for them, and what are the ethics involved in using animal organs and tissue for transplant purposes? These are all hard questions for which answers and opinions vary. What are your opinions on these issues?
4. Write about someone you know who has received an organ from a donor and its effect on his or her life. If you do not know such a person, then write about your own views on organ donation and why you would or would not choose to be an organ donor.

SELECTION
37

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What do you know about physician-assisted suicide?
2. What is your position on physician-assisted suicide?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

neurological (1)	having to do with the nervous system
vulnerable (2)	at risk of injury or attack
infirm (2)	weak in body, feeble
stampede (2)	headlong rush or flight
autonomy (3)	self-determination, self-regulation
euthanasia (3)	the act of ending the life of someone suffering from a terminal or incurable illness
compassionate (4)	sympathetic, being deeply aware of others' suffering
fatal (5)	causing or capable of causing death

Some Dying Patients Need Help

CHARLES F. McKHANN

Charles F. McKhann, M.D., is professor of surgery at the Yale University School of Medicine and author of A Time to Die: The Place for Physician Assistance. *In this selection, he argues in favor of legalizing physician-assisted suicide. The selection ran in the* AARP Bulletin, *May 1999, as one of two opposing views written in answer to the question "Should physician-assisted suicide be legalized by the states?"*

IN SPITE OF MEDICINE's best efforts there are people who suffer severely at the end of life, and there always will be. "Bad deaths" include cancer, AIDS and some **neurological** disorders. The aging of our population adds to these an accumulation of frightening disabilities, such as blindness and immobility. Recognition of these problems is transforming us from a society that did not want to think about death at all into one that is increasingly concerned about how life may end. We would like to avoid unnecessary pain and suffering, to retain a reasonable degree of human dignity and self-respect, and many would like to have some control over events at the end of life. Most people hope to live long, healthy lives and also to be assured that they will be spared the worst at the end. The fact is that we have now reached a point where the same medical profession that has added years to our lives can also provide more comfortable deaths for the few who need such help, if it is given the chance to do so legally. 1

Much is being said about the risks of physician-assisted suicide. The primary focus is on abuse of the individual at the hands of a physician or a family that wants to rid themselves of a burdensome individual. Opponents also feel that assisted suicide would be directed at more **vulnerable** members of society, such as the aged, **infirm,** disabled, poor, minorities and even women. However, health care in the United States finds it easy to neglect these vulnerable people: They will be the last and least likely to benefit from any change in our laws. The new Oregon law addresses potential abuse very specifically, as an article in the October 1998 Bulletin pointed out, and there has been no **stampede** to assisted dying in that state. 2

A second concern is that voluntary shortening of life as an expression of **autonomy** would eventually lead to involuntary **euthanasia,** in which peoples' lives would be ended against their wills, at the insistence of others, even the state. But if the final step in ending life must be the taking of some medication by the patient himself (i.e., suicide), this possibility is remote indeed. 3

Physicians have always helped people die, and even now some do so from time to time. Many more say that they would if only it were legal. Until the laws are changed, people who are concerned should ask their doctors while they are still well, or early in a serious illness, if the doctor would provide help in the face of severe suffering. As patients become more insistent, help will become more commonplace. However, it will remain unfair to place all the risk on the shoulders of **compassionate** physicians, because as a society we are unable to pass more humane laws. 4

Eventually new laws must be enacted by state legislatures composed of people who are very sensitive to opposition, primarily from well-organized and well-financed religious groups. Since dying individuals will be unable to complain or vote, the responsibility is really with the healthy 65 percent of the population who say they want to have the laws changed. All of us must think about what we would want if we developed a **fatal** illness with serious suffering, and then push hard for more permissive laws now. 5

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. fatal illnesses
   b. medical care
   c. physician-assisted suicide
   d. insurance risks
2. The central idea of the selection is stated in
   a. paragraph 1, first sentence "in spite of. . . ."
   b. paragraph 1, second sentence "Bad deaths. . . ."
   c. paragraph 1, fourth sentence "Recognition of. . . ."
   d. paragraph 1, last sentence "The fact is. . . ."
3. The author's *primary* purpose is to
   a. entertain readers with sympathetic stories of the terminally ill.
   b. inform readers that people have always suffered at the end of life.
   c. express his view that physician-assisted suicide should be legal.
   d. persuade healthy readers that it is their responsibility to change the laws regarding euthanasia.

Details

4. According to the author, "bad deaths" include all but which one of the following?
   a. heart attack
   b. AIDS
   c. cancer
   d. some neurological disorders
5. Which one of the following is *not* one of the author's stated reasons in support of physician-assisted suicide?

   a. avoid unnecessary pain and suffering
   b. retain reasonable dignity and self-respect
   c. exercise religious freedom
   d. maintain some control over events at the end of life

6. According to the author, which one of the following would be the least likely to benefit from a change in the laws regarding physician-assisted suicide?
   a. young people
   b. the financially well off
   c. those in good health
   d. minorities and women

7. According to the author, which one of the following would prevent involuntary euthanasia?
   a. legalizing physician-assisted suicide
   b. requiring that the patient end his or her own life by taking medication
   c. leaving the decision to end a life in the hands of the state
   d. allowing relatives to decide whether a patient's life should be ended

8. The phrase "a second concern" in paragraph 3 signals the reader that
   a. ideas are being contrasted.
   b. an additional idea follows.
   c. events are related by time.
   d. an effect follows a stated cause.

Inferences

9. Of the author's following reasons in support of legalizing physician-assisted suicide, which one seems the most common-sense view?
   a. As a society, we are becoming increasingly concerned about how life may end.
   b. As patients become more insistent, help will become more commonplace.
   c. Physicians have always helped people die.
   d. Some people suffer severely at the end of life.

10. At the end of paragraph 5, the author is asking readers to
   a. make their own decisions.
   b. put themselves in the place of those who are suffering.
   c. let government make decisions about medical issues.
   d. look to religious groups for guidance.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

neurological
vulnerable
euthanasia
autonomy
stampede
infirm
fatal

1. Many gunshot wounds are not ________, and patients are able to recover from them.
2. ________, sometimes called "mercy killing," is a topic of much controversy.
3. Children's inexperience makes them ________ to offers of gifts from those who are out to harm them.
4. When the department store opened its doors, a ________ of consumers rushed to the sales racks.
5. You can make a useful contribution to society by volunteering as a nursing home aide, doing small tasks for the ________.
6. Students who have a high degree of ________ are usually able to manage their time and control their concentration.
7. People who have ________ disorders such as cerebral palsy may need long-term care.

THINKING DEEPER

Ideas for discussion and writing

1. What are the author's reasons in favor of physician-assisted suicide and where does he state them?
2. Does the author state opposing views? What other reasons can you think of either for or against physician-assisted suicide?
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions*. For example, this author and the one in the next selection were asked the hard question "Should physician-assisted suicide be legalized by the states?" Individuals and state governments are also asking this question. Discuss what you know of the controversy surrounding physician-assisted suicide and whether your state is debating or considering legalizing it.
4. Do you agree or disagree that physician-assisted suicide should be legal? Explain your reasons in writing.

SELECTION
38

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. If you have read Selection 37, what additional questions do you have about physician-assisted suicide? If you did not read the selection, then what thoughts do you have about this issue?
2. What other issues are involved in caring for the dying?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

abhorrent (1)	regarded with horror or loathing
chronic (3)	long-lasting, continuing, recurrent
impoverished (4)	reduced to poverty
rational (6)	reasoned, logical
diminishing (6)	decreasing, lessening, making smaller
parlaying (11)	betting

Suicide Issue Diverts Us from the Real Problem

JOANNE LYNN

Joanne Lynn, M.D., is director of the Center to Improve Care of the Dying at George Washington University and president of Americans for Better Care of the Dying. In this selection, she argues against legalizing physician-assisted suicide. The selection ran in the AARP Bulletin, *May 1999, as one of two opposing views written in answer to the question "Should physician-assisted suicide be legalized by the states?"*

MANY PEOPLE THINK that deciding whether to legalize physician-assisted suicide is a clear-cut issue. They either oppose legaliza- 1 tion because they find any killing **abhorrent**, or favor it because they believe people should be allowed to make choices without government interference.

Neither of these positions, though, takes into account the very difficult end-of-life issues that confront us. I oppose legalization of physician-assisted suicide because it risks killing people who could and should live their last days comfortably—if only we fixed our health-care system. 2

Until about 50 years ago, most people died suddenly—usually from infections and accidents. Now most of us grow old and then die slowly from a **chronic** illness like cancer or heart disease. Living longer is a good thing, but we need improved health services to live well until the end of life. 3

With better care for people with terminal illnesses, physician-assisted suicide would no longer need to be an option. No patient would have to be overwhelmed by pain, feel alone and afraid or be **impoverished** by medical expenses. 4

Now, however, many people do face those and other problems. One reason is because our medical system badly mismatches spending with actual patient needs. Medicare, for example, was set up to assure that individuals could get surgery when they needed it; the program was not set up to provide continuity of care, pain control or family support, the things dying patients most need. Medicare makes it easier to get a heart transplant than to get pain medicine or home-health aides. 5

Supporters and opponents of legalizing physician-assisted suicide agree we have not learned how to support very sick people and their families. Advocates contend, however, that physician-assisted suicide is still a choice, and that the risks can be contained. They imagine a **rational** person who has painful symptoms but a loving family, predictable illness and adequate finances. In truth, most of us will come to our last months of life with **diminishing** resources, some confusion and uncertainty about the course of our illness—and this occurs in a badly functioning health system that provides few real choices. 6

What is the physician to do when a patient asks for suicide assistance because his care is bankrupting his spouse, his pain is unrelieved, prescription drugs are too costly or the thought of going to a Medicaid nursing home is too threatening? 7

Our first response must be to change the care system—not to make it easier to "choose" to be dead. Assisted suicide is a sideshow 8 that is taking our attention away from urgently needed health-care reform.

What can you do? First, educate yourself. People can ordinarily live well despite serious illness. Various books, including our "Handbook for Mortals" (Oxford University Press, 1999), can show you how. 9

Second, you can be an advocate for change in the care system. Americans for Better Care of the Dying posts its "Agitator's Guide" and its legislative agenda on the Web at www.abcd-caring.com. Or you can request copies by writing to: Americans for Better Care of the Dying, 2175 K St. N.W., Suite 810, Washington, D.C. 20037. 10

Seriously ill people should be able to live comfortably and with dignity to the end. Legalizing physician-assisted suicide is not the answer, as it runs the risk of **parlaying** the vulnerability of the elderly and the very sick into a "choice" to die. Instead we should work toward real, enduring improvement in end-of-life care. 11

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the suicide issue
   b. end-of-life issues
   c. managed health care
   d. Medicare
2. The central idea of the selection is stated in
   a. paragraph 1, first sentence "Many people. . . ."
   b. paragraph 1, second sentence "They either. . . ."
   c. paragraph 2, first sentence "Neither of. . . ."
   d. paragraph 2, last sentence "I oppose. . . ."
3. The author's *primary* purpose is to
   a. express distrust of government involvement in health care.
   b. entertain readers with a true-life account of health care in nursing homes.
   c. persuade readers to work toward improvement in end-of-life care.
   d. inform readers that health care issues other than legalizing euthanasia confront us.

Details

4. The author opposes physician-assisted suicide because
   a. she believes people should be allowed to make choices without government interference.
   b. she finds all killing abhorrent.
   c. it risks killing people who could and should live out their last days comfortably.
   d. physicians should not be involved.
5. According to the author, to live well until the end of life we need
   a. improved health services.
   b. better health insurance.
   c. the option of physician-assisted suicide.
   d. government involvement in health care.
6. Both supporters and opponents of legalizing physician-assisted suicide agree that
   a. patients should be free to choose suicide.
   b. physician-assisted suicide has too many risks.
   c. we do not know how to support the very sick.
   d. our health-care system functions adequately.
7. The author offers all but which one of the following as solutions to the problem of inadequate end-of-life care?
   a. Reform the care system.
   b. Educate yourself.
   c. Be an advocate for change.
   d. Legalize physician-assisted suicide.
8. Paragraphs 4 and 5 are related by
   a. comparison and contrast.
   b. generalization then example.
   c. cause and effect.
   d. steps in a process.

Inferences

9. The author would probably agree that which one of the following would be a real improvement in health care for an elderly patient who is terminally ill?
   a. increased Medicare benefits.
   b. prescription drugs at affordable prices.
   c. legalization of physician-assisted suicide.
   d. confinement in a nursing home.

10. The author calls assisted suicide a “sideshow” because it
    a. puts people at odds with each other.
    b. diverts attention from the real issues.
    c. offers patients the right to choose.
    d. is clouded in legal controversy.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

impoverished
diminished
parlaying
abhorrent
rational
chronic

1. _______ headache sufferers hope for a remedy that not only will stop the pain but will keep the headache from recurring.
2. A crash in the stock market could leave some investors so _______ that it might take years to regain their wealth.
3. During the eye of the hurricane, the rain slacked off and the winds _______ only to pick up again when the eye passed.
4. To many parents, the thought of their child getting a tattoo or a pierced navel is _______.
5. Fred made the mistake of _______ his lottery winnings on another bet and lost everything.
6. It is not _______ to have test anxiety when you have studied sufficiently and know the material.

THINKING DEEPER

Ideas for discussion and writing

1. What opposing views on legalizing assisted suicide does the author state and how does she counter these views?
2. Using what you have learned from both selections, form a small group and prepare an argument either for or against physician-assisted suicide. List the points of your argument on a sheet of paper. Be prepared to make and defend your argument in class.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, the authors of Selections 37 and 38 an-

swered the hard question "Should physician-assisted suicide be legalized by the states?" Discuss how their views differ. Which author's views come closest to your own?

4. Did reading these selections change or reaffirm your views on physician-assisted suicide or other health-care issues? Write about your reactions.

SELECTION
39

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. Is the death penalty legal in your state?
2. Are you in favor of or against the death penalty and why?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

exasperation (1) great annoyance or impatience
gurney (3) a metal stretcher with legs on wheels
botched (6) ruined as a result of clumsiness
negotiate (8) to arrange or settle by agreement
inflicting (12) imposing, dealing out something that is a punishment or a burden

In Opposition to the Death Penalty

A.E.P. WALL

A.E.P. Wall is a veteran journalist. He wrote this commentary on the death penalty for The Orlando Sentinel.

When O.J. Simpson's souvenirs were auctioned, one bidder said 1
he spent $16,000 for items that he planned to burn. This was to show his **exasperation** with the not-guilty verdict in Simpson's trial, which was the trial of the century just before President Clinton's U.S. Senate trial of the century and just after Paula Jones nominated Clinton as defendant in the sexual-harassment trial of the century. You might think that the laid-back national attitude toward pranks of a capital nature, or those that miss being high crimes by several inches,

would bring a sense of hope to the 2,000 people or so now living on death row in U.S. prisons.

Everybody has read about innocent men saved from unjust execution by the state, which is we, you and I. Nobody knows how many innocent men we've killed in the past, legally correct but morally unpardonable. 2

Has the time come to grant celebrity status to those who await death by artificial lightning in the electric chair or by an artificial drug overdose on a prison **gurney?** 3

Jesse Joseph Tafero became famous too late. After the state of Florida replaced a natural sponge with a synthetic sponge in the headpiece, flames shot out from Tafero's head. He kept on breathing until three jolts of electricity were applied. Nobody in a position of authority to stop this kind of thing considers it to be cruel and unusual. 4

Pedro Medina was not the right kind of Florida celebrity either. With the first jolt of electricity, flames sparked from the mask over his face. There was smoke, and there was the stench of burned flesh. 5

There have been a couple of dozen **botched** executions throughout the country during the past decade and a half. 6

Most of the folk who await death at the hands of the American public are poor. Some are mentally disabled. Four out of 10 are African-American. 7

If only they had the Senate Democrats to judge them, they might **negotiate** life without parole—reasonable in capital cases—and reversible if the prisoner is later found to be innocent, leaving fewer scars on the nation's body politic. 8

In Florida, two influential groups oppose the death penalty outright. It is no longer politically correct to describe them, or anyone, as strange bedfellows, but the Catholic Church in the United States and the American Civil Liberties Union are on the same side. The Catholic Church goes further, also defending the life of the unborn. 9

Florida has a Catholic population of about 2 million, more than 300,000 of them in the Diocese of Orlando. ACLU members are not that numerous, but they tend to make themselves heard, even without a pulpit. 10

Among those Catholic millions is the governor, Jeb Bush, a widely respected member of a family that is becoming what the Kennedys were once thought to be. There's no sign so far that he agrees with the Catholic bishops, who formally declared their opposition to capital punishment in 1974. Pope John Paul II wrote in his encyclical The 11

Gospel of Life that cases that might justify executions are rare if not practically nonexistent.

The ACLU believes that the death penalty is always unconstitutional under the Eighth Amendment, which forbids **inflicting** "cruel and unusual" punishment, and the Fourteenth Amendment because the discriminatory choice of capital punishment victims violates the equal protection granted to all persons, citizens or not. 12

Whether the jury has six members or a dozen or a hundred, it may define the law in its own language. That may be the language of the streets, the language of race, the language of privilege or the language of politics. A jury gives one person $50 million, sends another to death row, frees one to write a book celebrating the triumph of lawyerly talent. 13

A chap named Thucydides[1] said that in a democracy, the law assures equal justice to all. The massing of more than 2,000 prisoners to await execution in American prisons came about 2,400 years later, most of them equal, at least in poverty. 14

Thomas Jefferson defined it more sharply. In his first Inaugural Address, he saluted "equal and exact justice to all. . . ." 15

There's nothing equal or exact about the death penalty. The theory of vengeance that supports hanging, electrocution, shooting or drugging to death by the state is not applied equally. If it were, convicted rapists would be raped by the official state rapist. A motorist, found guilty of driving while drunk and hitting a pedestrian, would be placed into the middle of the street and run down by the official state drunk. 16

If the ACLU and the Catholic Church and others as disparate can agree on the injustice of rubbing out criminals, whether through frustration or thirst for blood, maybe justice, even exact justice, has a chance. 17

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
    a. famous trials
    b. the death penalty
    c. types of executions
    d. unjust execution

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[1] Thucydides was a Greek historian (c. 460–400 B.C.) noted for his account of the Peloponnesian War.

2. The central idea of the selection is stated in
   a. paragraph 2 "Nobody knows. . . ."
   b. paragraph 6 "There have been. . . ."
   c. paragraph 12 "The ACLU believes. . . ."
   d. paragraph 16 "There's nothing equal. . . ."
3. The author's *primary* purpose is to
   a. express opposition to the death penalty.
   b. persuade us that the death penalty is unjust.
   c. inform us that a controversy surrounds the death penalty.
   d. entertain us with accounts of trials of the century.

Details

4. According to the author, how many people in U.S. prisons are awaiting execution?
   a. 2,000
   b. 2,400
   c. 16,000
   d. 300,000
5. Most of the prisoners awaiting execution fall into all but which one of the following categories?
   a. poor people
   b. the mentally disabled
   c. young offenders
   d. African Americans
6. Two influential groups in Florida that oppose the death penalty are the ACLU (American Civil Liberties Union) and the
   a. Florida Senate.
   b. Catholic Church.
   c. American Bar Association.
   d. Democratic party members.
7. The author's evidence against the death penalty includes all but which one of the following?
   a. Innocent men have been executed
   b. Executions have been botched.
   c. The death penalty is applied unequally.
   d. Poll results show widespread opposition.
8. In paragraphs 4 and 5, what purpose do the examples of Tafero and Medina serve?
   a. They prove that discrimination against minorities exists.
   b. Both show how Florida deals with capital punishment.

   c. Both are examples of botched executions.
   d. They appeal to a reader's sense of humor.

Inferences

9. Which of the following best supports the legal argument against the death penalty?
   a. the Eighth and Fourteenth Amendments
   b. the trials of Simpson, Clinton, and Jones
   c. Tafero's and Medina's executions
   d. the ACLU's objections to capital punishment
10. The author's argument is invalid because
    a. he resorts to stereotyping.
    b. his language is emotionally charged.
    c. the evidence is insufficient.
    d. the argument is one-sided.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

exasperation negotiate gurney
inflicting botched

1. Union leaders and management worked together to ________ the terms of their contract.
2. The accident victim was placed on a ________ and rushed to the emergency room.
3. May I borrow a piece of paper? I've ________ this one by writing answers to the wrong questions.
4. Many prisoners are guilty of fighting and ________ wounds on one another when no one is looking.
5. The students reacted with ________ when they saw how many of their test answers were incorrect.

THINKING DEEPER

Ideas for discussion and writing

1. Working with group members, list and discuss the author's evidence against the death penalty, and rank his reasons from most

convincing to least convincing. Share your results with the rest of the class.

2. What evidence can you offer in favor of the death penalty? Working with group members, list, discuss, and rank the evidence from most to least convincing. Share your results with the rest of the class.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions.* For example, whether to retain or abolish the death penalty has been a hard question for some states. How has your state addressed this issue, and do you agree with your lawmakers' decisions? Discuss and explain your answer.
4. Review the lists of evidence generated for discussion items 1 and 2, then write a paper in which you explain why you are either for or against the death penalty.

SELECTION
40

FIRST THOUGHTS

To prepare yourself for the reading selection, answer the following questions either on your own or in a group discussion.

1. What have you heard or read about prisoners who were wrongly accused?
2. In your opinion, what is the single most important reason to be for or against the death penalty?
3. Preview the title, headnote, and first one or two paragraphs. What do you think will follow?

WORD ALERT

recede (3)	withdraw, retreat, move back or away from
complied (7)	acted according to another's command, request, rule, or wishes
flagging (9)	declining, weakening
exculpatory (11)	acting or tending to clear of guilt or blame
moratorium (11)	an authorized period of delay, suspension
scrutiny (13)	close careful observation or examination
tyranny (13)	absolute power, especially when exercised unjustly or cruelly

In Defense of the Death Penalty

MARIANNE MEANS

Marianne Means is a journalist for Hearst Newspapers. She wrote this commentary on the death penalty for The Orlando Sentinel.

WITHIN THE SPAN of a few days, Pope John Paul II pleaded for the 1
life of a convicted killer and college students uncovered evidence that a death-row inmate may have been wrongly sentenced—and the legitimacy of the death penalty was in for another political thumping.

Here we go again. 2

The ultimate punishment has become a quietly accepted fact of American life only in the past few years. The Supreme Court ruled back in 1976 that it was constitutionally OK if applied fairly and appropriately. Controversy over the issue was slow to **recede** even though a majority of the public and most national politicians long supported the concept. 3

Opponents have continued to fight capital punishment. They hold candlelight vigils before scheduled executions, help death-row inmates file endless appeals, glamorize killers by selling sympathetic books and raise their voices in moral outrage. 4

But throughout the country, the 38 states that permit the death penalty have executed 500 convicted murderers in the past 23 years with increasingly less public attention. Now, however, fresh ammunition is reviving the old arguments about whether capital punishment can ever be morally justified or administered in a way that does not sometimes mistakenly kill innocent men. 5

During his visit to St. Louis last month, the pope tried to revive the issue with strong statements condemning the death penalty. He also asked Missouri Gov. Mel Carnahan to commute the death sentence of Darrell Mease, who was due to die by lethal injection in two weeks. 6

The governor **complied,** although there was no question at trial that Mease was guilty of hiding for three days to ambush a 69-year-old man, his wife and their paraplegic grandson. He shot the three and then walked up to them to shoot each one again in the face in what was described as the most cold-blooded killing ever to take place in the region. His only defense was post-traumatic stress from Vietnam. 7

The incident dramatized the pope's belief that the state has no right to take any life, even that of someone who has brutally taken the life of another. But his choice for salvation was not a sympathetic one; the victims' families and friends, among others, felt that the killer deserved to die. 8

But to the degree that the pope's example energizes Catholic officials, we may see the church try to revive its **flagging** efforts to get Catholics to fight the death penalty. (Polls show that lay Catholics support capital punishment by a 2-to-1 margin, roughly equal to that of Protestants.) 9

A more immediate reaction was prompted by the discovery of Northwestern University journalism students that Anthony Porter, who was due to be executed for the 1982 shooting deaths of two 10 teenagers, may be innocent. The students found a Milwaukee man who confessed to the murders for which Porter was convicted.

Death-penalty opponents point out that such mistakes are more common than we realize. In Chicago, alone, 10 death-row inmates have been released since 1977 after the discovery of new **exculpatory** evidence. The cry has gone up for a **moratorium** on executions and drastic revisions in the way the sentence is imposed. Even Chicago Mayor Richard Daley, who calls himself "pro death," now supports a temporary halt to executions. 11

Yet the possibility of error—still relatively rare—is not, in itself, sufficient to justify abandoning the death penalty. 12

Obviously an execution, being uniquely irreversible, calls for extra **scrutiny.** But a great nation cannot tremble before laws to protect the safety of its citizens out of fear that they may be applied imperfectly. That would amount to **tyranny** of the few over the many. 13

If found guilty, those three white, Texas men who are charged with dragging a black man to his death behind a pickup truck do not deserve a taxpayer subsidy to loaf in a prison cell. Karla Faye Tucker, executed for hacking two people to death with a pickax, didn't deserve it either—despite her belated conversion to Christianity. 14

Justice requires the ultimate repayment in kind for the ultimate evil of robbing another living, breathing human being of life. 15

COMPREHENSION CHECK

Purpose and Main Idea

1. What is the author's topic?
   a. the wrongly accused
   b. criminals' rights
   c. the death penalty
   d. victims' rights
2. The central idea of the selection is stated in
   a. paragraph 3 "The ultimate. . . ."
   b. paragraph 5 "Now, however. . . ."
   c. paragraph 12 "Yet the possibility. . . ."
   d. paragraph 15 "Justice requires. . . ."
3. The author's *primary* purpose is to
   a. inform readers of new arguments against the death penalty.
   b. entertain us with profiles of death-row inmates.

c. express concern about innocent people who have been executed.
d. persuade readers that we need the death penalty.

Details

4. According to the author, who supports capital punishment?
   a. Pope John Paul III
   b. a majority of the public and most politicians
   c. the families of death-row inmates
   d. Northwestern University journalism students
5. According to the author, opponents of capital punishment have done all but which of the following?
   a. asserted the rights of criminals' victims
   b. held candlelight vigils
   c. helped death-row inmates file appeals
   d. glamorized killers and aroused sympathy for them
6. Although 10 death-row inmates were released from a Chicago prison after new evidence proved them innocent, the possibility of error in sentencing, according to the author, is
   a. frequent.
   b. unproven.
   c. rare.
   d. nonexistent.
7. Which one of the following may, in fact, be innocent of the 1982 murder for which he was convicted?
   a. Darrell Mease
   b. Mel Carnahan
   c. Anthony Porter
   d. a white Texas male
8. The organizational pattern in paragraph 11 is
   a. generalization then example.
   b. cause and effect.
   c. sequence.
   d. process.

Inferences

9. The author's choice of words in paragraph 14 can best be described as
   a. neutral.
   b. inappropriate.

c. emotionally charged.
d. descriptive.

10. The statement “Justice requires. . . .” (paragraph 15) is similar in meaning to which one of the following?
    a. Justice is blind.
    b. An eye for an eye.
    c. My kingdom for a horse.
    d. Render unto Caesar that which is Caesar’s.

WORKING WITH WORDS

Complete the sentences below with these words from Word Alert:

exculpatory
moratorium
flagging
complied
scrutiny
tyranny
recede

1. Rolanda sat on the beach, watching the waves crash on shore then ______ .
2. The schoolteacher quickly changed activities when he saw that the children’s interest was ______ .
3. After a shooting at the local high school, the mayor called for a ______ on selling guns until the case was resolved.
4. Our ______ of the map revealed to us that we were headed in the wrong direction.
5. The students ______ with their instructor’s request to work in small groups on their assignments.
6. New ______ evidence proved that the person accused of vandalizing public property was out of town when the crime occurred.
7. Early settlers came to the New World to escape the ______ of their former rulers.

THINKING DEEPER

Ideas for discussion and writing

1. Where does the author state her position on the death penalty? What evidence supports her position? Does she acknowledge and answer the claims of the opposition? Where?

2. Working with a partner or group, find another short article on the death penalty. Use your library's resources or do your research on the Internet. Read the article and take notes on the author's evidence. How does the author's evidence compare to that of Means and Wall? What new evidence or information does your article contain? Present your findings to the rest of the class.
3. Discuss how this selection illustrates the Part 4 theme, *Hard Questions*. For example, Selections 39 and 40 address the death penalty from opposing points of view. How has each author answered the hard question "Should we keep the death penalty?" Discuss each author's evidence and choice of words. With which author do you most agree and why?
4. Write about what you have learned from reading Selections 39 and 40 and the article you researched for discussion item 2. Explain why your position on the death penalty either has or has not changed.

ACKNOWLEDGMENTS

Selection 4: "What's in a Name? Character, Identity, Ethnicity" by Deborah P. Work. Reprinted by permission of the author. Selection 9: "Beyond the Gender Myths" by Margot Hornblower, *Time*, October 19, 1998. © 1998 Time, Inc. Reprinted by permission. Selection 10: "I Have a Dream" by Martin Luther King, Jr. Reprinted by arrangement with The Heirs to the Estate of Martin Luther King, Jr., c/o Writers House, Inc. as agent for the proprietor. Copyright 1963 by Martin Luther King, Jr., copyright renewed 1991 by Coretta Scott King. Selection 11: From *The Rituals of Dinner* by Margaret Visser. Copyright © 1991 by Margaret Visser. Used by permission of Grove/Atlantic, Inc. and HarperCollins Canada Ltd. Selection 12: Jeff Kunerth, "It's not guns, games or Net—it's a lack of listening," from *The Orlando Sentinel*, May 23, 1999. Reprinted by permission of *The Orlando Sentinel*. Selection 13: Dr. Barbara Lerner, a psychologist and writer in Chicago, wrote this article for the *National Review*. It was reprinted in the *Orlando Sentinel*, the *Detroit News*, and Canada's *National Post* in April and May, 1999. Selection 16: "In a Troubled World, the Cleavers Offer a Refuge" by Bill Maxwell, *St. Petersburg Times*. Reprinted with permission. Selection 17: "Ushering Out a Sitcom and. . ." by James Sterngold, *New York Times*, May 25, 1999. Selection 18: "Cell Phones Destroy Solitude of Wilderness," The Associated Press, July 5, 1999. Reprinted with permission. Selection 19: "The IQ Meritocracy" by Nicholas Lemann, *Time*, March 29, 1999. © 1999 Time, Inc. Reprinted by permission. Selection 20: "The War on Tobacco: Where There's Smoke, There's Money" by Dave Barry, *Miami Herald*, Sunday, October 24, 1999. Reprinted by permission of the author. Selection 21: "I Saw Anne Frank Die" by Irma Sonnenberg Menkel. From *Newsweek*, July 21, 1997. All rights reserved. Reprinted by permission. Selection 23: "How I Quit Smoking" Helen Parramore, *The Orlando Sentinel*, April 19, 1998. Reprinted by permission of the author. Selection 24: "Navigating My Eerie Landscape Alone" by Jim Bobryk. From *Newsweek*, March 8, 1999. All rights reserved. Reprinted by permission. Selection 25: "A Whole New Ball Game" by Brandi Chastain from *Newsweek*, October 25, 1999. Reprinted by permission of the author. Selection 26: "Longevity and Livability" by Argus J. Tresidder. From *Newsweek*, March 2, 1998. All rights reserved. Reprinted by permission. Selection 27: Republished with permission of *Wall Street*

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Keith U. Muse

Vashti U. Muse

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